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ABSTRACT

A study was conducted to identify and clarify the stated missions, goals, and relationships of three institutions (Bartholomew Consolidated School Corporation [BCSC], Indiana Vocational Technical College [IVTC], and the Indiana University-Purdue University Indianapolis Campus [IUPUI]) to each other and the Columbus community to determine the potential for cooperative efforts in managing resources. Based on data obtained from the institutions, business and industry leaders, and representatives of the community, some conclusions were (1) the institutions have central threads of agreement in their missions and broad goals; (2) many programs/courses appear to be duplicates; (3) the institutions do not serve exactly the same geographical areas; (4) each institution projects a need in the late 1970's and early 1980's for additional facilities; and (5) the institutions appear to have functional and flexible organizational structures that encourage coordination and cooperation. On the basis of the findings recommendations were developed for five phases. The phase 1 recommendation is to have the institution cooperate with business, industry, and community representatives to develop a community education council for joint planning. A phase 2 recommendation is for the institutions to continue developing a cooperative program of sharing learning resources. (Appendixes include DCSC, IVTC, and IUPUI programs and enrollment information and profiles of Indiana economic regions 10, 11, and 12. (CSS)

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PROJECT FOR STATE OF INDIANA

This Project Supported by a Grant from the
State Board of Vocational and Technical Education

INDIANAPOLIS, INDIANA

# IVTC, BCSC, IUPUI - COLUMBUS:

## Their Missions, Goals, Relationships, and Potential for Expanded Cooperation

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## INTRODUCTION

The Chief Administrator of the three institutions, Dr. Lawrence Heyerdahl, Superintendent of the BCSC; Dr. Paul Bippen, Director of the IUPUI - Columbus; and Dean Harvey Poling, Vice President/Dean, IVTC - Columbus, met informally to discuss the possibility of increased cooperation between the respective public educational institutions. As a result of these meetings, it was decided to present the idea to a gathering of the three institutions' combined boards. After extensive discussion, it was the consensus of the Board members to pursue the possibility of conducting a study to identify the relationships of the three institutions and the potential for greater cooperation. The Chief Administrators of the three institutions arranged a meeting with the Commissioner of Higher Education and the Executive Officer of the State Board of Vocational and Technical Education.

The result of the meeting was the submission and approval of a Project by the State Board of Vocational and Technical Education on "IVTC, BCSC, IUPUI - Columbus: Their Missions, Goals, Relationships, and Potential for Expanded Cooperation." The applicant institution was the BCSC with Dr. Heyerdahl, Dr. Bippen, and Dean Poling acting as Project Co-Directors. The project began in the summer of 1977 and ended in the spring of 1978.

In August, 1977, Dr. William L. Ramsey, District Director of the Milwaukee Area Technical College, was employed as the Consultant (Principal Investigator) for the Project to work closely with the three Project Co-Directors. The reason for the selection of this Consultant was his broad background of experience in all three types of educational institutions. The Consultant's experience ranges from elementary education through

university at both the teaching and administrative levels, including vocational-technical education. He has served industry in both tool design and business management. His consultant experience has been with the Ford Foundation and the North Central Association of Colleges and Schools.

## RATIONALE FOR THE PROJECT

### Purpose

The purpose of this study was to identify and clarify the stated missions, goals, and relationships of these three institutions to each other and to the community in order to determine the potential for cooperative efforts in managing resources.

### Priority Area

This proposal was supported by:

a. The boards of the three institutions.

b. The 1976 Vocational Education Amendments which call for elimination of duplication and encourage coordination of all levels of vocational and post-secondary education.

c. Restructuring of the State Board of Vocational and Technical Education to facilitate this coordination.

Successful combined effort may serve as a vehicle for developing a greater sense of community among people concerned with broad educational opportunities for all people, and for a more efficient use of educational monies.

### Objectives

Objectives of the study were to:

a. Identify and clarify the missions, goals, objectives, and current programs of the three institutions.

b. Analyze the relationships among the three institutions.

c. Determine the potential areas of further cooperation.

Procedures

The general design was primarily a compilation of data concerning the three institutions and an analysis of the relationships among them. Data collected included:

1. Goals, objectives, mission
2. Program areas (current and future)
3. Population
4. Geographical area to be served
5. Projected and current facilities and equipment
6. Respective organizational structures
7. Availability of financial resources
8. Past, present, and future relations with industry and the community

Outcomes

1. Commonality and unique differences
2. Factors of common concern
3. Advantages and disadvantages of increased cooperation
4. Needs assessment data

## THE CONSULTANT'S METHODOLOGY

The Consultant met with the Project Co-Directors in August and developed an outline and a time schedule for the project. A data collector was assigned to the Consultant from each of the three institutions - BCSC, IVTC, and IUPUI. The Consultant met for several hours with the data collectors, outlining his informational needs from each of the institutions. During the same visit, the Consultant and Project Co-Directors discussed the merits of the project with some key business and industrial leaders. They were enthusiastic about the project and its possible outcomes. A September date was set for the Consultant and Co-Directors to meet with groups from different segments of the community in order to discuss the project with them and to receive their comments.

The Consultant returned the first part of November for three days to meet individually with a selected list of key persons in the community for in-depth interviews and discussions with them about the potential for cooperative efforts in managing resources. During this visit the Consultant met with representatives and leaders of business, industry, the media, the health field, the Legislature, local government, the Chamber of Commerce, organized labor, women's groups, and farmers' groups, including some representatives from Greensburg, Seymour, and other parts of IVTC's and IUPUI's service area.

The Consultant returned on the weekend of November 12 as a special participant in the Town Meeting III sponsored by the Area Chamber of Commerce. The purpose of the Town Meeting was the discussion of education in the Bartholomew County area. The reason for this choice was that education was the topic rated highest in a survey taken. In the morning, the Town Meeting used the Delphi Method to get the group to establish educational outcomes in a priority format. In the afternoon, panels on elementary

education, secondary education, and continuing education (including vocational education) were held. This Town Meeting permitted the Consultant to meet and participate with many more community representatives. Some of these were representatives from the Flat Rock-Haw Creek Consolidated School District.

This Consultant met with more than 320 key representatives of the community. He also met with the Commissioner of Higher Education and the Executive Officer of the State Board of Vocational and Technical Education in Indianapolis.

The methodology used by the Consultant in this study project was to synthesize the data collected (1) by the data collectors; (2) from the information he had received from the group and individual discussions and interviews; and (3) from his observations in his visits to the area. These data were analyzed and furnished the base for the presentation of his recommendations and alternatives.

## GOALS, OBJECTIVES, MISSIONS

This section of the report will relate the present missions of the three public educational institutions which serve the Columbus area community. An analysis will follow which emphasizes the major commonalities and major differences.

BCSC

The Bartholomew Consolidated School Corporation came into existence on July 1, 1965. At that time, nine school townships joined with the Columbus Community Schools to establish a new and much enlarged school district. Shortly after reorganization, school officials asked a team of educational consultants from an institution of higher learning in a neighboring state to make a comprehensive survey of the school corporation. Particular focus was to be given to matters of future enrollments, educational facility utilization and future needs, and financial capabilities. The study, which included a series of recommendations for action, was completed early in 1966. The recommendations of that study provided school officials with a ten-year guide for action.

During the decade from 1966 through 1975, almost all the recommendations, with some modifications, were implemented. The study provided a sound set of recommendations. The recommendations served as the basis for consideration by school officials as decisions were made relative to building needs, capital outlay financing, and program services for students.

During the decade from 1966 through 1975, a great number of visible changes were made within the Bartholomew Consolidated School Corporation. For example, nine plants have been retired from use, one elementary building has become a special

education center, and four new elementary schools, one new junior high school, and one new senior high school have been constructed. In addition, a variety of remodeling, renovation, and enlargement projects have been carried out. At the present time, a fifth new elementary school is under construction at Taylorsville.

Great as the physical changes have been, perhaps the most dramatic changes have come in terms of the educational programs and pupil services provided to the children and youth of the district. Unique and educationally desirable curricular patterns, instructional procedures, and organizational arrangements have been developed in a number of different school settings, including the successful development of model curricular programs and learning experiences for pupils. In several instances, educational facilities have been specially designed and constructed to support and implement the achievement of specific educational and learning goals.

The mission of the secondary schools of the BCSC is emphasized here to determine the possible areas of present and further cooperation with the Vocational Technical College and the IUPUI Center at Columbus. The mission of the secondary schools of the Bartholomew Consolidated School Corporation is to provide educational programs which will be of benefit to all pupils.

Following are goals designed to accomplish this mission and program areas applicable to these goals:

1. Goal: <u>Achievement of Communication and Computational Skills</u>.

   The secondary schools of the Bartholomew Consolidated School Corporation must ensure that every student is exposed to the basic skills of reading, writing, and speaking as well as basic computational and analytical skills. (Business Education, Foreign Language, Language Arts, Mathematics, Social Studies, Vocational

Business and Office Education, Disadvantaged and Handicapped, Adult Basic Education, Day Adult, Evening Division, Summer School)

2. Goal: Clarification of Values.

The secondary school must assist each learner in developing increased awareness of himself/herself and of his/her relations to others and to the universe as he or she seeks to discover values which can promote growth toward his/her highest potential. (Health and Safety, Language Arts, Physical Education, Science, Social Studies, Disadvantaged and Handicapped, Day Adult, Evening Division, Summer School)

3. Goal: Appreciation of Others.

The secondary school must help each student develop an understanding of the differences, the similarities, and the common humanity of members of different ethnic and religious groups. (Foreign Language, Language Arts, Music, Social Studies, Day Adult, Evening Division)

4. Goal: Acquisition of Vocational Competence.

The secondary school must seek to prepare students for a successful life of work by increasing their vocational options. (Business Education, Driver Education, Mathematics, Science, Trades and Industry, Vocational Agriculture, Vocational Business and Office Education, Disadvantaged and Handicapped, Distributive Education, Health Occupations, Vocational Home Economics, Vocational Trades and Industry, Adult Vocational Program, Apprentice Program, Day Adult, Evening Division)

5. Goal: Development of Student Interest Through the Broadening of the Educational Environment

The secondary schools should provide diversified programs in which students may experience specially designed learning activities both in and away from the school.

(Physical Education, Planetarium, Social Studies, Vocational Agriculture, Vocational Business and Office Education, Disadvantaged and Handicapped, Distributive Education, Health Occupations, Vocational Trades and Industry, Day Adult, Evening Division, Community Related Classes)

6. Goal: Appreciation of Environment and Aesthetics.

The secondary schools should provide programs in which students analyze the environment, the arts, and the sciences. (Art, Driver Education, Foreign Language, Language Arts, Music, Planetarium, Science, Social Studies, Disadvantaged and Handicapped, Day Adult, Evening Division, Community Related Classes)

7. Goal: An Understanding of the Structure of American Society.

The secondary schools should provide experience designed to develop a respect for public law and an understanding of the citizen's role in the free enterprise system. (Business Education, Language Arts, Social Studies, Vocational Business and Office Education, Disadvantaged and Handicapped, Vocational Home Economics, Day Adult, Evening Division, Summer School)

IVTC

An act to create and establish the Indiana Vocational Technical College became a reality in 1963. The act outlines the purpose of the college as follows:

> It shall be the primary purpose of this act to provide educational opportunities to: students who have not graduated from high school; those who have graduated from high school but are either not interested in college or are more interested and naturally equipped to continue their education in some vocational-technical type institution of shorter duration than the four or more years that college work requires; those students who do not complete their college work; those students who complete their college work but would like to supplement their college education with some vocational-technical training to improve their usefulness as citizens; and those adults needing and desiring retraining or additional training of a vocational or technical type.

There shall be, and hereby is, created and established a new state post-high-school educational institution to be devoted primarily to occupational training of a practical, technical, and semi-technical nature for the citizens of Indiana.

Said educational institution shall be called "Indiana Vocational Technical College."

It shall have the operating responsibility for operating, either through committee or through subordinate corporate entities, statewide vocational-technical programs which in its opinion should be established due to the specialized nature of the programs, the limited number of students involved, or other unique features requiring special attention.

It shall have the power to contract with appropriate educational institutions, including, but not limited to, local public schools or other agencies, to carry out specific programs which can best and most economically be provided through this approach.

The board of trustees shall divide the state into appropriate regions, taking into consideration, but not limited to, such factors as population, potential enrollment, tax bases, and driving distances, and shall develop an overall state plan which provides for the orderly development of regional technical institutes encompassing, ultimately, all parts of the state into a coordinated system providing a comprehensive program of post-high-school vocational technical education.

The IVTC - Columbus Region is one of thirteen Regions of the total IVTC of the state. It encompasses nine counties in South Central Indiana which are recognized by the Indiana Employment Security Division for statistical purposes as two economic regions. One economic region surrounds the City of Columbus in a five-county area. Another is the area around Bloomington, the location of the largest campus of the Indiana University system and the largest university complex in the state.

The State Board of Trustees formally adopted ten goals for the Indiana Vocational Technical College on March 14, 1974. They are:

1. Consistent with the manpower needs of Indiana, the college will offer relevant occupationally oriented, post-secondary education and training to develop its students to the desired level of competence.

2. The college will offer occupationally oriented continuing education and training consistent with the identified needs of interested groups in the State of Indiana.
3. Consistent with the individual student's interests, needs, and abilities, the college will offer a wide range of meaningful occupationally oriented programs with multiple entry and exit opportunities in a continuum of education and training for each of its regions.
4. The college will strive to provide the opportunity for citizens of the state to gain occupational competence regardless of their financial resources, previous educational experiences, or geographic location.
5. The college will provide the opportunity for each applicant to gain occupational competence regardless of age, race, sex, or religious affiliation.
6. The college will encourage throughout the State of Indiana the development and understanding, acceptance, and support for occupationally oriented education and training and will communicate the valuable contribution it makes to the individual, community, state, and nation.
7. The college will prudently utilize all its resources to carry out its legislatively-mandated mission in an accountable manner.
8. The college will provide within each program offering, educational and training experiences supportive of the social, cultural, and personal development of the individual, designed to enhance the opportunities for obtaining and retaining gainful employment.
9. The college will cooperate with and strive for coordination among all providers of occupationally oriented training and education in all educational sectors, as appropriate.

16. The college will continue to develop a dynamic and flexible delivery system capable of adapting its offerings to meet the changing technological and socio-economic needs of the community, state, and nation.

IUPUI

Columbus Center was established as an extension center of IUPUI in 1970 with a full-time director and secretary who were located in the Ivy Tech building in downtown Columbus. Twenty-four class sections were offered and 431 part-time students enrolled that first fall semester. These classes were taught by part-time faculty exclusively and were conducted in area high schools and industrial conference rooms. The Center was established in response to a community request for higher education that was manifested in 1970 by a drive to establish a community college in this location.

Since that time, the Center has developed as one of the fastest growing educational institutions in Indiana. It is now housed in a 43,000-square-foot facility that was renovated with city funds and is leased from the City of Columbus. The building is located on a 20-acre leased tract of land at the Municipal Airport. With the exception of laboratory classes which are still conducted in area high schools, plus several classes conducted in surrounding counties, all classes are held in this facility.

The full-time staff has grown to 16, including three full-time faculty who with over 80 part-time faculty conduct over 110 class sections each semester. The student body for the fall of 1975 was 1,154, and over 1,215 for the fall of 1976 with 198 full-time students. (This equates to an FTE of 493 students.)

This rapid growth, and current size and quality, has been possible through an increasing proportion of state funds (as compared to fee income) and the cooperative efforts of academic and administrative units at IUPUI, Indiana University, and Purdue University.

Programs and services of the Columbus Center will be developed within the following mission areas and goals:

1. Educational programs and related services consistent with current projected community, state, and national vocational, cultural, scientific, and avocational needs.
2. Educational programs and related services which complement, without unnecessary duplication, those provided by such groups as Ivy Tech - Columbus and the Bartholomew Consolidated School Corporation's Adult Education program.
3. Quality undergraduate educational services with special emphasis on the associate degree and the first two years of general baccalaureate curricula. (These programs may be offered through contractual agreements with appropriate institutions.)
4. Junior and senior courses for baccalaureate students who are attending on a part-time basis.
5. Graduate programs and specific courses available under the academic aegis of appropriate professional schools of Indiana University, Purdue University, and IUPUI at the master's level for persons pursuing advanced work on a part-time basis.
6. Personal, academic, and career guidance and counseling, including testing and referral services for students and potential students.
7. Non-degree programs, courses, and workshops to meet the life-long learning needs in academic, vocational, professional, cultural, and avocational areas.
8. Limited applied research directed toward solving immediate community problems.
9. Scholarly research by the faculty to support their academic areas, but not to supplant teaching assignments.
10. Recreational, cultural, and athletic programs for students, faculty, and staff, and for the community as complementary to but without unnecessary duplication of those provided by other area organizations.

11. Career preparation; life-long athletic or recreational skill; understanding of self and society; understanding of the arts, music, or drama; and understanding of national and world politics and economics for each graduate.
12. Educational success for any student who has the ability and desire to learn.
13. Effective guidance and counseling for achievement of educational, vocational, and personal goals.
14. Quality degree and non-degree educational programs which are responsive to community needs.
15. Financial assistance for students.
16. A facility compatible with the standards of the Columbus community and appropriate to the academic programs of Columbus Center.
17. Reciprocal involvement between the community and the Columbus Center in educational, cultural, and civic affairs.
18. Administrative, academic, clerical, and service staff who are sensitive to student and community needs.
19. Administrative services streamlined to minimize student frustration and time involvement.
20. Awareness of programs and services by citizens throughout the Columbus Center market area.
21. Sufficient learning resources to maintain a quality educational program and to permit a non-selective admissions policy.

An Analysis

The following analysis by the Project Consultant will indicate first, the areas of major commonalities that appear in the various institutional missions, and secondly, the major differences.

Major Commonalities:

All three of the institutions have central threads of agreement in their missions and goals which endeavor to have the individual be proficient in communication with others and in the utilization of basic skills as tools to accomplish one's individual objectives.

All three agree that they should provide programs and services that help one to prepare for life in general and for a vocation specifically.

It is agreed that each institution feels a responsibility for the individual to appreciate others and his/her environment. Good human relations and respect are essential to one's vocation as well as to life itself.

They all subscribe to programs and services that create in an individual his/her understanding of the American way of life and how, regardless of how poor and insignificant a person's background may be, through motivation, determination, knowledge, and skills one can reach one's individual objectives. In addition, the individual can arrive at his or her set of values through an understanding of his/her potential as an individual in the American community.

The three educational institutions recognize the need for basic educational components for each individual if he or she is to develop his or her potential to the fullest.

Generally, each of the three institutions promotes in its mission the following generalizations, not necessarily in the priority indicated by their listing:

1. Works well with others holding differing views, still maintaining his or her own views, ideas, and standards.

2. Can read, write, speak, and understand effectively the English language.
3. Knows satisfaction and pride in good workmanship.
4. Understands the requirements and opportunities for various jobs.
5. Has values to give direction to his/her own life.
6. Is skilled in listening and observing.
7. Has recognized his/her own potential and accepted his/her limitations in the selection of his/her vocation.
8. Understands the importance of the use, management, and conservation of natural resources.
9. Has respect for the law and accepts his/her civic duties.
10. Understands the merits of the free economic system.
11. Has developed his/her creative and specialized talents.
12. Understands the major problems and issues facing us in our relations with other peoples of the world.
13. Has a desire for learning, and develops his/her intellectual ability.
14. Has a basic knowledge about the various sciences.
15. Has developed specialized vocational competency.
16. Understands the scientific method and its application to problem solving.
17. Can solve his/her problems of counting and calculating.
18. Has an understanding of the Constitution and Government of the United States.

Major Differences:

While the three public educational institutions have general agreement in their mission and goal statements, differences should appear when one tests the level of their programs and services and when one looks at the differences in clientele being served.

The clientele may differ because of the end objective desired by the individual as well as the chronological age of the person.

It makes sense that the Bartholomew Consolidated School Corporation is attempting to provide a broader, more basic educational program that is more exploratory in nature than the programs of the other two post-secondary institutions. It is commendable that all three have a great deal of agreement and correlation in their generalized mission and goal statements. This kind of duplication in missions and goals is commendable. It also will be more commendable if the appropriate differences appear at the actual program and course level in order that each institution may take its rightful place in a partnership with the others. Thereby specific community services to achieve these worthwhile goals occur without program and course duplication.

Generalizations should be duplicative, but specificity should not duplicate but should instead build one on the other in order for appropriate continuity and articulation to occur in an appropriate sequential manner.

The Consultant will be presenting recommendations and alternatives for the appropriate roles of the three institutions in the last chapter of this Project Report after discussing other commonalities and differences as they relate to actual program areas, student clientele, geographical service areas, projected and current facilities and equipment, respective organizational structures, availability of financial resources, and past, present, and future relations with industry.

## PROGRAM AREAS

This section of the report will present the program areas that are available to various age groups of the community. This will demonstrate some areas of major commonality and duplication and other areas of major differences.

The presentations will outline the program areas with the latest enrollment figures in each program in each of the three public educational institutions.

BCSC

| Current Programs | Enrollment |
|---|---|
| Art | 398 |
| Business Education | 1,617 |
| Driver Education | 648 |
| Foreign Language | 674 |
| Health and Safety | 942 |
| Language Arts | 3,603 |
| Mathematics | 1,912 |
| Instrumental and Vocal Music | 412 |
| Physical Education | 1,022 |
| Planetarium | 22 |
| Science | 1,781 |
| Social Studies | 3,337 |
| Trade and Industrial Education | 881 |
| Vocational Agriculture | 327 |
| Vocational Business and Office Education | 86 |
| Disadvantaged and Handicapped | 70 |
| Distributive Education | 132 |
| Health Occupations | 51 |
| Vocational Home Economics | 924 |
| Vocational Trade and Industrial Education | 252 |
| Adult Basic Education including English as a Second Language | 87 |
| Adult Vocational Program | 130 |
| Apprentice | 375 |
| Day Adult High School | 210 |
| Nursery | 24 |
| Evening Division | 310 |
| General Education Development | 250 |
| Community Related Classes | 240 |
| Special Interest | 500 |
| Summer School | 475 |

The specific goals of the different programs with an actual breakdown of the courses offered within each program and the enrollment by course are presented in detail in Appendix A for the Bartholomew Consolidated School Corporation. Planned program and course additions are included in this appendix as well.

IVTC

| Current Programs | Enrollment Full-Time | Part-Time |
|---|---|---|
| Accounting | 60 | 23 |
| Automotive Service | 46 | 16 |
| Commercial Art | 56 | 7 |
| Commercial and Industrial Photography | Has Just Begun | |
| Drafting Technologies | 41 | 11 |
| Electronic Technologies | 30 | 17 |
| Practical Nursing | 142 | -- |
| Respiratory Therapy | 8 | -- |
| Secretarial Science | 43 | 24 |
| Special Courses | -- | 94 |
| TOTAL HEADCOUNT | 426 | 192 |
| TOTAL FULL-TIME EQUIVALENCY | 521.2 | |

The new programs that have been submitted to the State Board for approval, and future programs in the planning stages, are included in Appendix B for the IVTC Region - Columbus. In addition, the enrollment growth by programs since 1973 is demonstrated and projected through 1981. A complete description of each program, its purpose, and the actual breakdown of courses offered in each program are presented in detail in this appendix.

IUPUI

Degrees are not granted by the Columbus Center. Students may complete all courses for several degrees in Columbus, but the degree is granted by IUPUI-Indianapolis, IU-Bloomington, or Purdue-Lafayette. In other areas, a student may do a major portion of his/her work at Columbus and complete requirements at another campus.

Academic Programs:

KEY

| | |
|---|---|
| A. A. | Associate in Arts Degree |
| A. A. S. | Associate in Applied Science Degree |
| A. S. | Associate in Science Degree |
| B. A. | Bachelor of Arts Degree |
| B. S. | Bachelor of Science Degree |
| M. B. A. | Master in Business Administration Degree |
| M. S. | Master of Science Degree |
| Two Year Certificate | Equivalent to University A. S. degree |
| x = | A complete range of courses for that particular year level are available at Columbus Center |
| o = | A substantial number of courses for that particular year level are available at Columbus Center |

Columbus Center also offers the college credit courses required for the American Institute of Banking (A. I. B.) Basic and Standard Certificates.

Junior-and-Senior level Supervision Technology courses may be combined with any other A. A. S. Technology degree to enable a student to acquire a B. S. in Supervision Technology.

Current Programs:

| | | PROGRAM LEVEL | | | | | |
|---|---|---|---|---|---|---|---|
| | | 1st | 2nd | 3rd | 4th | | Enrollment |
| 1. | Business Administration - 2-year certificate | x | x | | | | 53 |
| 2. | Business Administration - B. S. | x | x | x | o | | 160 |
| 3. | Business Administration - M. B. A. | | | | | o | 6 |
| 4. | Criminal Justice - A. S. | x | x | | | | 18 |
| 5. | Dental Hygiene - A. S. | x | | | | | 1 |
| 6. | Education, Elementary - B. S. | x | x | o | | | 27 |
| 7. | Education, Elementary - M. S. | | | | | x | 223 |
| 8. | Education, School Administration - M. S. | | | | | o | 3 |
| 9. | Education, Secondary - B. S. | x | x | | | | 26 |
| 10. | Education, Secondary - M. S. | | | | | o | 204 |
| 11. | Health Administration - B. S. | x | o | | | | 4 |
| 12. | Industrial Engineering Technology - A. A. S. | x | | | | | 13 |
| 13. | Liberal Arts - B. A. | x | x | o | | | 25 |
| 14. | Mechanical Engineering Technology - A. A. S. | x | x | | | | 78 |
| 15. | Mechanical Engineering Technology - B. S. | x | x | x | x | | 84 |
| 16. | Nursing - A. A. | o | | | | | 5 |
| 17. | Nursing-B. S. | o | | | | | 7 |
| 18. | Recreation-B. S. | x | o | | | | 3 |
| 19. | Science (Psychology) - B. S. | x | x | x | o | | 25 |
| 20. | Social Services - B. S. | x | o | | | | 2 |
| 21. | Supervision - A. A. S. | x | x | | | | 18 |
| 22. | Supervision - B. S. | x | x | x | o | | 6 |
| 23. | Supervision Technology - B. S. | | | x | o | | 13 |
| 24. | Continuing Education | | | | | | 1,948 |
| | | | | TOTAL..... | | | 2,952* |

*130 students not categorized. These include students in programs not listed, such as mathematics and computer technology, adult non-degree and undecided students.

All authorized course offerings at the IUPUI Columbus Campus, with the school and department in which they are designated by the University, are included in Appendix C. In addition, the top ten disciplines are listed by headcount and credit hour. The Continuing Studies Program at the Columbus Center is described in detail in this appendix.

An Analysis

The Consultant has analyzed the program areas of the three public institutions in light of their major commonalities and major differences in order to render some judgment as to the necessary or unnecessary duplication.

Major Commonalities:

As is to be expected, all three of the public institutions offer programs (and courses within those programs) that were initiated at a particular time to meet a specific community need. Many of the program disciplinary areas are common in all of the curricula of each of the three public institutions. For example, in addition to the regular disciplinary areas of the normal high school, the BCSC offers many programs in vocational, technical, and trade areas. The BCSC offers the related apprentice training for industry, and some health programs for the hospitals and other medical facilities of the area. Strong programs are offered by the BCSC in adult basic education (including English as a Second Language), in the adult high school, in GED programs, in adult continuing education, and in avocational and special interest programs for adults. There is no doubt that the BCSC began these programs beyond its normal high school curriculum to fill a void for the community. It is to be commended for this leadership role even though costs of operation have been affected, and, in some cases, its facilities have been overutilized as its high school mission has been broadened. As part of a total movement in the State of Indiana, the BCSC was designated as the area vocational school for the area. This led to an increase in offerings in vocational-technical education. This void was partially filled prior to the increased

movement of the two post-secondary public institutions that are part of this study. A request was made to the State of Indiana by the residents of Bartholomew County for a community college to provide post-secondary education. Shortly thereafter, in response to requests from the people in the community, a three-step sequence emerged to provide educational opportunities to the people: The Bartholomew Consolidated School Corporation already serving the community; the Indiana University-Purdue University Indianapolis Campus initiating a branch campus in the Columbus area; and the newly formed Indiana Vocational Technical College organizing a Region for delivery of services in the Columbus area.

Major Differences:

There are major differences between the programs and courses of the three public institutions. The BCSC offers those programs in disciplines expected and desired by high-school-age youth. Results have indicated that the high school has been successful with many of its graduates and that their achievement level is above the national norm.

The main area of concern to the Consultant is the duplication in course offerings in the areas of vocational-technical, health, apprentice, adult basic education (English as a Second Language), continuing education, Adult High School and GED, and avocational education.

As was indicated earlier by the Consultant, commonalities in mission in the areas are commendable because they may denote different levels of proficiency as well as the fact that a different clientele is being served. In addition, the Consultant indicated that while agreement at the mission level is commendable, the appropriate differences should appear at the actual program and course level.

It appears that there may be duplication at the program and course level of the three institutions which are not necessary for each to accomplish its mission and to best serve the community and the state.

## GEOGRAPHICAL AREA, POPULATION, STUDENT PROJECTIONS, AND STUDENT CLIENTELE

The Consultant will present data to show the commonalities and differences in geographical area, population, student projections, and type of student clientele served by the three public institutions.

BCSC

The BCSC serves all of the Bartholomew County except the two northeastern townships of Flat Rock and Haw Creek. These two townships form the Flat Rock-Haw Creek Consolidated School District consisting of a population of slightly less than 6,000 and a school enrollment in K-12 of 1,367 students. The other area in Bartholomew County that is not part of the BCSC is Atterbury Township, where the U. S. Government installation known as Camp Atterbury is located (see Figure 1).

The population of the BCSC School District is 50,000-plus, with an enrollment in K-12 of 13,116 for the 1977-78 school year.

While the population of Bartholomew County is projected for a growth pattern in the latter 1970's and early 1980's, the BCSC does not project predicted growth in the school-age enrollment total for K-12. In the age group in which this Consultant is most interested, the tenth through twelfth grades, the projection for the BCSC will increase from this year through 1980, level off in 1981, and decrease by more than 100 students in 1982. (See Table 1.)

The number of adult students will continue to show a rapid increase if the educational opportunities are available.

The student clientele of the BCSC is almost entirely Caucasian and comes from families younger in age, with a higher family income, and with a greater percentage of college graduates than those of the national and state averages.

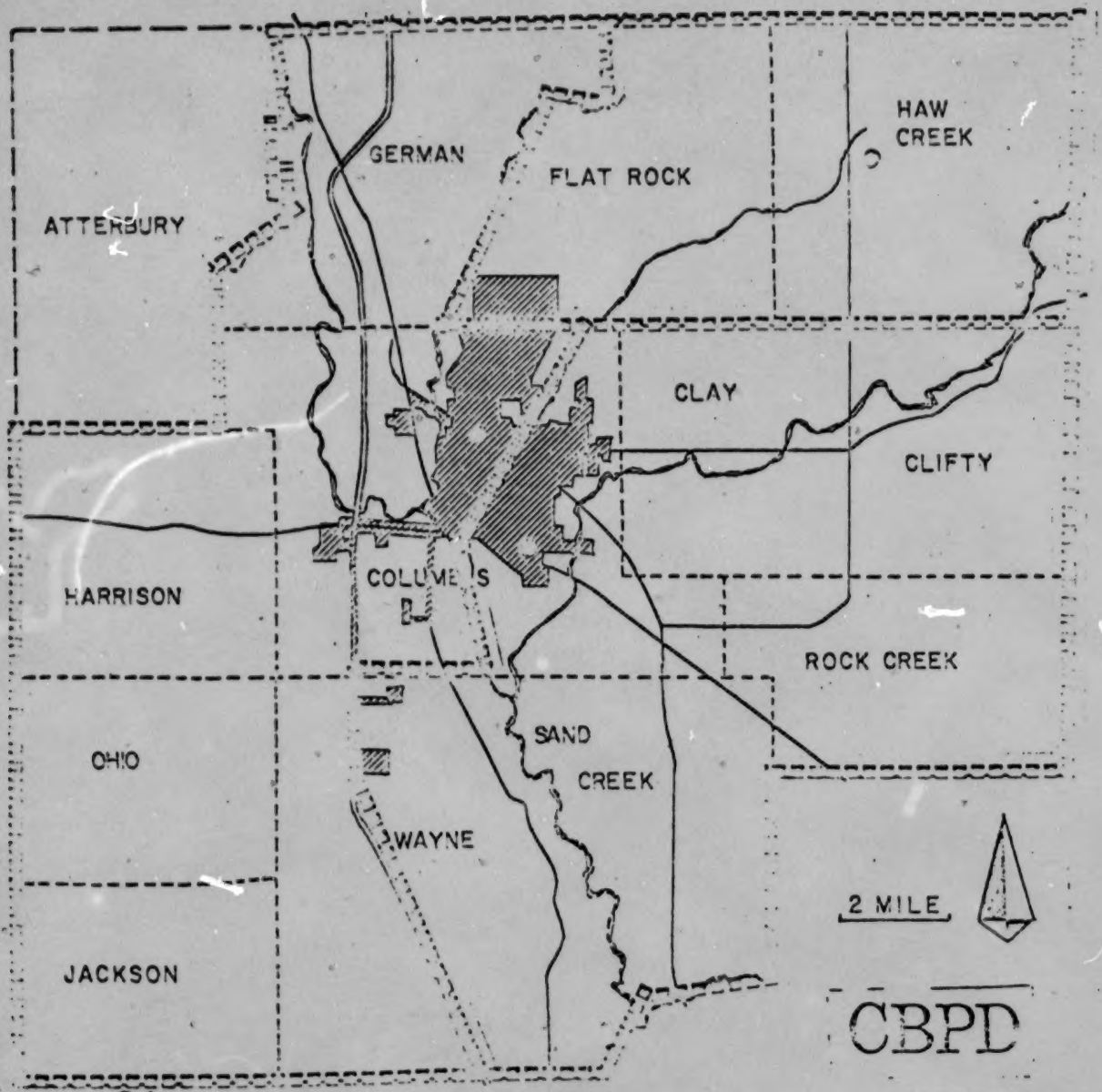



Figure 1.

Senior and Junior/Senior High Schools--Bartholomew County 1976

Senior and Junior/Senior High Schools

School Boundaries

TABLE 1

PREDICTED ENROLLMENTS 1977-81 BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION (ONLY)

| GRADE | ACTUAL 74-75 | 75-76 | 76-77 | 77-78 | PREDICTED 78-79 | 79-80 | 80-81 | 81-82 |
|---|---|---|---|---|---|---|---|---|
| 1 | 1,003 | 994 | 1,044 | 1,021 | 976 | 858 | 851 | 842 |
| 2 | 901 | 943 | 960 | 997 | 975 | 932 | 819 | 813 |
| 3 | 988 | 922 | 946 | 941 | 977 | 956 | 913 | 803 |
| 4 | 1,016 | 1,001 | 905 | 927 | 922 | 957 | 937 | 895 |
| 5 | 1,130 | 1,024 | 983 | 896 | 918 | 913 | 947 | 928 |
| 6 | 1,012 | 1,134 | 1,012 | 973 | 887 | 909 | 904 | 938 |
| 7 | 1,023 | 1,060 | 1,153 | 1,022 | 983 | 896 | 918 | 913 |
| 8 | 1,084 | 1,024 | 1,063 | 1,153 | 1,022 | 983 | 896 | 918 |
| 9 | 1,121 | 1,172 | 1,125 | 1,152 | 1,238 | 1,109 | 1,071 | 986 |
| 10 | 1,093 | 1,082 | 1,134 | 1,086 | 1,112 | 1,195 | 1,070 | 1,034 |
| 11 | 959 | 1,015 | 999 | 1,043 | 999 | 1,023 | 1,099 | 984 |
| 12 | 892 | 919 | 950 | 929 | 970 | 929 | 951 | 1,022 |
| 1 - 6 | 6,050 | 6,018 | 5,850 | 5,755 | 5,655 | 5,525 | 5,371 | 5,219 |
| 7 - 9 | 3,228 | 3,256 | 3,341 | 3,327 | 3,243 | 2,988 | 2,885 | 2,817 |
| 10-12 | 2,943 | 3,016 | 3,083 | 3,058 | 3,081 | 3,147 | 3,120 | 3,040 |
| 1 - 12 | 12,221 | 12,290 | 12,274 | 12,140 | 11,979 | 11,660 | 11,376 | 11,076 |
| K | 893 | 949 | 976 | 921 | 810 | 804 | 796 | 687 |
| Spec. Ed. | 196 | 55 | 49 | 55 | 55 | 55 | 55 | 55 |
| Grand Total | 13,310 | 13,294 | 13,299 | 13,116 | 12,844 | 12,519 | 12,227 | 11,818 |

IVTC

The IVTC-Columbus Region serves all of two Indiana economic regions -- Regions 10 and 11. (See Figure 2.) This encompasses nine counties, with Bloomington, the home of the major campus of Indiana University, being the largest urban area in Economic Region 10. Columbus is the largest business and industrial center in Economic Region 11. Bloomington is in Monroe County, and Columbus is in Bartholomew County. See Appendix D for an economic profile of Region 10 and Appendix E for the same on Region 11.

The nine-county area has a population of about 320,000 almost evenly divided between male and female. Like Bartholomew County, the student clientele is mostly Caucasian, a part of younger families with higher average income and a greater percentage of college graduates than those of the national and state averages. (See Table 2.)

The IVTC-Columbus Region projects an even greater enrollment growth than the population projection of its Region (See Graph 1). This assumption is based on the past rapid growth history of the institution (See Graph 2) plus the projected manpower needs of business and industry in specific occupational areas as listed in Appendices D and E, Profiles of Indiana Economic Regions 10 and 11. This assumption also correlates with the projection of the BCSC that the interest among adult students in educational opportunity will continue to increase if opportunities are available to meet their needs.

IUPUI

The area designated by the Columbus Center as Economic Development and Planning Regions XI and XII (10 counties) does not have a public university campus to serve its residents. (See Figure 2.) The population of the area is about 240,000.

Bartholomew County appears to be the logical choice for a permanent campus. It has sufficient population to provide a continuous source of students, and it is an industrial

Figure 2.

## INDIANA ECONOMIC REGIONS

**PROFILE** publications are provided for each region and are available upon request.

Indiana Employment Security Division
RESEARCH AND STATISTICS SECTION
10 North Senate Avenue
Indianapolis, Indiana 46204

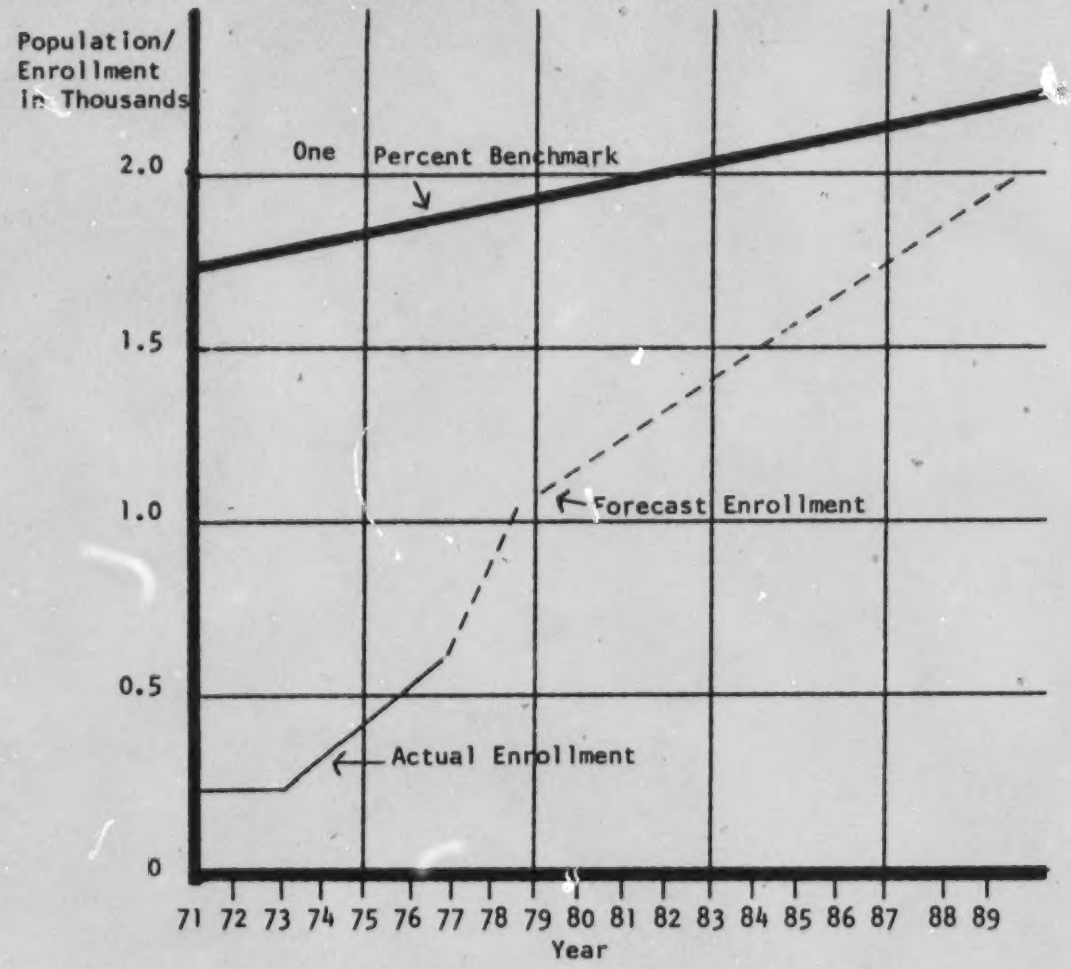
TABLE 2

POPULATION (Student Demographic)

| | TOTAL | MALE | FEMALE | NON-WHITE | UNDER AGE 18 | 18-62 | 62 & OVER |
|---|---|---|---|---|---|---|---|
| Bartholomew | 57,022 | 27,849 | 29,173 | 626 | 21,875 | 29,841 | 5,306 |
| Brown | 3,057 | 4,439 | 4,618 | 34 | 3,320 | 4,556 | 1,181 |
| Decatur | 22,738 | 10,995 | 11,743 | 32 | 8,468 | 11,064 | 3,206 |
| Jackson | 33,187 | 16,121 | 17,066 | 185 | 11,821 | 16,973 | 4,393 |
| Jennings | 19,454 | 9,763 | 9,691 | 266 | 7,209 | 9,995 | 2,250 |
| Lawrence | 38,038 | 18,312 | 19,726 | 139 | 12,775 | 19,945 | 5,318 |
| Monroe | 84,849 | 42,003 | 42,846 | 2,352 | 22,759 | 55,647 | 6,443 |

GRAPH 1.

ENROLLMENT FORECAST - CREDIT STUDENT HEADCOUNT COMPARED TO ONE PERCENT OF POPULATION (Age Fifteen and Over), Region 10, Columbus, 1971-1989 (Fall)




GRAPH 2.

NUMERICAL DATA

| Year | Enrollment | Year | Enrollment |
|---|---|---|---|
| 1971 | 259 | 1981 | 1,175 |
| 1972 | 274 | 1982 | 1,279 |
| 1973 | 268 | 1983 | 1,382 |
| 1974 | 373 | 1984 | 1,486 |
| 1975 | 464 | 1985 | 1,590 |
| 1976 | 618 | 1986 | 1,694 |
| 1977 | 771 | 1987 | 1,797 |
| 1978 | 985 | 1988 | 1,900 |
| 1979 | 968 | 1989 | 2,005 |
| 1980 | 1,071 | 1989 | 2,005 |

and financial community which can be expected to give tangible support to the campus. It is also within commuting distance of a major portion of these two regions. See Appendices E and F for an economic profile on each.

Columbus Center is located in Economic Development and Planning Region XI, which is composed of Bartholomew, Brown, Decatur, Jackson, and Jennings Counties, with a population of approximately 150,000. While the Center does draw from a broader area, it considers this region, plus the southern half of Johnson County, to be its main responsibility. This area corresponds with the economic market area for Columbus and the educational market area defined in the Associated Consultants in Education Study (1969), and is consistent with the residence of the current student body.

This region of the state continues to grow. During the 1960-70 decade, the region's population increased by 14.9 percent, and a 10.3 percent additional increase is projected by 1980. There has been a steady industrial growth, 42.3 percent of regional employment being in manufacturing. With the employment of a Director of Economic Development by the Columbus Area Chamber of Commerce, a concentrated effort is being made to attract business and light and medium industries to the area. Special attention is being given to companies which would hire a high proportion of women. Of particular importance to the Columbus Center is a significant trend for persons aged 20-29 to remain in this region. This should also increase the demand of this age group for a college education within commuting distance of their homes.

Each one of these growth indicators for the region and community also argues well for continued growth in the Columbus Center. Because it is the region's cultural, employment, and market center, people in the region are accustomed to coming to Columbus; therefore, it is natural that they are beginning to see it as the educational center.

Approximately 55 percent of the students come from Bartholomew County. Of the other 45 percent, most students come from Jackson, Jennings, Decatur, Shelby, Brown, and Johnson Counties. During some academic terms, students residing in up to 19 different counties attend Columbus Campus.

While most of the students are, and will continue to be, employed adults who are attending school on a part-time basis, the major growth rate is expected to be in the full-time, college-age group.

While some students do enroll in courses for the content of those courses and without the intention of obtaining a college degree, the majority of Columbus Center students are undergraduate, degree-seeking students. The graduate enrollment has been one-third of the student body but will stabilize during the next ten years. Graduate headcount enrollment is to remain constant and will decline in proportion to the total student body, while the undergraduate population is expected to grow.

New clientele are expected in degree areas such as agribusiness, engineering, and other programs which may be required as new industry comes to the area. In the immediate future, an enrollment expansion is expected in the Criminal Justice program as the area police are encouraged to enroll.

Implementation of the Indiana University External Degree Program and increasing nationwide emphasis on life-long learning, in both degree and non-degree areas, will bring new clientele to the Center and will encourage the Center to take programs to people in the region. These programs are an integral part of the mission of Columbus Center; and, while many of the programs, particularly in the non-degree area, can be largely self-supporting in direct cost, quality service will require expenditures for administrative and faculty support.

The tables in Appendix G contain the enrollment projections for the Columbus Center of IUPUI through the 1986 fall term. In general, the projections indicate a trend toward increased growth during the next eight years and a slight decrease in the rate of growth during the last two years of the ten-year planning period. These projections are based upon the following assumptions:

1. Columbus Center will maintain admission policies as recommended by the Indiana Commission for Higher Education, which are in accord with University-wide policy, and which meet accrediting association standards.
2. The college attendance pattern for recent high school graduates in Columbus Center's service area will soon be at the level of attendance of areas now served by other commuter universities in Indiana. The college attendance rates for older adults may tend to rise slightly.
3. The graduate enrollment will remain stabilized at approximately the current level.

The majority (83 percent) of the students enrolled at the Columbus Center are part-time students and most are older than the normal college age range of 18-21. Table 3 below indicates some of the basic student characteristics.

TABLE 3

UNDERGRADUATE AND GRADUATE HEADCOUNT
BY AGE CATEGORY, FALL 1975

| | 21 or less | 22-29 | 30-39 | 40-49 | Over 50 | Total |
|---|---|---|---|---|---|---|
| Undergraduate | 145 | 341 | 233 | 42 | 12 | 773 |
| | (18.8%) | (44.1%) | (30.1%) | (5.4%) | (1.6%) | (100%) |
| Graduate | 3 | 252 | 92 | 28 | 6 | 381 |
| | (0.8%) | (66.2%) | (24.0%) | (7.4%) | (1.6%) | (100%) |
| TOTAL | 148 | 593 | 325 | 70 | 18 | 1,154 |
| | (12.5%) | (51.8%) | (28.0%) | (6.1%) | (1.6%) | (100%) |

Of the total headcount, 95.2 percent of the students now come from the home county of Bartholomew and the five surrounding counties (Johnson, Jackson, Decatur, Shelby, and Jennings).

An Analysis

The Consultant analyzed the above areas of the three public institutions for their major commonalities and major differences in order to offer advice concerning the relationships of these factors to the possible duplication of services, and to further make recommendations for cooperative functions.

Major Commonalities:

All three of the public institutions serve the major portion of the geographical area of Bartholomew County including the metropolitan Columbus area. This area in common projects a stable population increase coupled with a steady industrial growth of some homogeneity as well as diversity. The three institutions assume that the projected increase in educational clientele will occur at the adult level in both vocational and avocational areas. The clientele served by the three differ in age in some of the programs but are similar in age in many of the programs. Many have similar racial, economic, and educational backgrounds when compared to national and state averages. There is certainly some evidence that the same clientele is being sought after by each of the three institutions in many of the program areas. This presents a duplication of services to the community that may be unnecessary.

Of course these geographical differences are reflected in population and student demographic differences as well.

Major Differences:

There is a considerable difference in the geographical area served by each of the three public institutions. The area of the BCSC is more limited than the other two, it

being just the major portion of Bartholomew County. The IVTC Region embraces two Indiana Economic Regions as does the Columbus Center of IUPUI. Both have the Indiana Economic Region 11 within their boundaries but IVTC has Economic Region 10 to the west in its region while IUPUI has Economic Region 12 to the east in its service area. Since all three serve the Columbus area, which is by far the most highly developed business and industrial center, the major differences in geographical areas served do not prevent cooperation between them. On the contrary, the common geographical area which they have can serve as a nucleus for an example of educational cooperation and articulation for each of them with other educational institutions nearby. It can provide for educational cooperation and articulation with business, industry, and governmental agencies as well. This could provide a pilot project of educational cooperation for other parts of the state to consider.

## CURRENT AND PROJECTED FACILITIES AND EQUIPMENT

In this section, the Consultant will cover the current and projected facility usage by the three public institutions, and will demonstrate present cooperative efforts. This section will further indicate some of the thinking in regard to future needs. The major agreements and disagreements will be summarized following a presentation for each organization.

### BCSC

As a result of a Feasibility Study conducted in 1971, the BCSC was designated an Area School by the State Board of Vocational and Technical Education. (The average capital investment in an area school in Indiana is four million dollars as compared with the million and a half in Columbus.) This same study indicated a need to expand vocational education to include new offerings to meet the needs of the community. Scheduled tentatively to be offered, as staffing, finances, and facilities permit, are auto body shop, horticulture, and vocational home economics. Subsequent student follow-up surveys have reinforced the need to implement these new offerings. Expansion has been recommended not only by surveys and advisory committees but also by the Ball State Study and the State Board of Vocational and Technical Education. To further support the case for expansion, the original proposal written to fund Day Adult classes specified that this would be a vocationally oriented program, and these have not been expanded because of limited facilities. The only vocational aspect at present is the co-op program, and the community is the training lab. Other offerings needing consideration to meet current needs of the community are:

| Secondary Vocational Education | Day Adult |
|---|---|
| Data Processing | Health Occupations |
| Farm Mechanics | Small Engine Repair |
| Food Service | Small Appliance Repair |
| Emerging Energy Occupations | Cosmetology |
| | Building Maintenance and Custodial Services |
| | Clerical and Secretarial Training |

According to the 1976 edition of Indiana Labor Supply and Demand, published by the Indiana State Advisory Council for Vocational Education in cooperation with the Indiana Employment Security Division, high labor-demand areas for the Columbus area include -

> "dental technicians, rehabilitation occupations, hotel and lodging workers, insurance salesmen, accountants, keypunch operators and verifiers, programmers, secretaries, stenographers, heating and air conditioning installers and repairmen, motor vehicle repairmen for body, fender, and motor, carpenters, structural metal workers, and waiters and waitresses."

To cover some of these areas, mini-courses have been proposed in concrete finishing, waitress training, structural metal work, energy conservation, accounting, and keypunch training. This training could be given in a short-course form not requiring a full semester.

It should be noted that current maximum enrollments in secondary vocational education programs such as auto mechanics, welding, electronics, and building trades eliminate participation in these offerings by Day Adult students.

Finally, the General Advisory Committee for Vocational Education programs for the BCSC suggests that serious consideration be given to a feasibility study for a vocational facility which would enable the school corporation to expand into the above-mentioned areas to satisfy the needs of the community.

The projected equipment costs and square footage for expanded programs to meet these needs for the BCSC are as follows, based on 20 students per class:

| PROGRAM | | EQUIPMENT COSTS | SQ. FOOTAGE |
|---|---|---|---|
| Data Processing | Option 1: Revamp Present Data Processing Facilities<br>Option 2: . . . . . | $20,000 initial<br>$30,000 annual rental | 2,400 |
| Farm Mechanics | | $40,000 | 4,000 |
| Food Service | | $200,000 | 4,000 |
| Auto Body | | $25,000 | 4,000 |
| Horticulture | | $60,000 Greenhouse<br>Outdoor Lab | 2,500<br>2 acres |
| Heating and Cooling | | $50,000 | 2,500 |
| Child Care | | $25,000 | 2,500 |
| Health Occupations | Option 1: Use Present Facility<br>Option 2: . . . . . | $20,000 | 2,500 |
| Small Engine Repair<br>Small Appliance Repair | | $15,000<br>$12,000 | 2,000<br>2,000 |
| Cosmetology | Option 1: Contract Facility<br>Option 2: . . . . . | $25,000 | 2,500 |
| Building Maintenance and Custodial Services | | $18,000 | 2,500 |
| Clerical and Secretarial | | $45,000 | 3,000 |
| | TOTAL . . . . . | $585,000 | 36,400 x $75/sq. ft. $2,730,000 (+2 acres) |

PROPOSED EXPENDITURE: $3,315,000

IVTC

The IVTC - Columbus Region presently operates programs in both owned and leased facilities in Columbus and Bloomington which approximate 70,000 square feet. The locations, status of the property, square feet, type of construction, and program offerings are listed below.

| Location | Lease Amount | Square Feet | Expiration Date | Construction |
|---|---|---|---|---|
| 1. 646 Franklin Street Columbus | Own | 18,771 | | Brick |
| Location of Administrative Offices, Secretarial, Accounting, Electronics, Heating and Air Conditioning, Computer Programming, and Medical Assistant Technologies. | | | | |
| 2. 624 Franklin Street Columbus | Own | 3,712 | | Frame |
| Location of Learning Resources Center and Library. | | | | |
| 3. 619 Washington Street Columbus | 4,200/yr | 1,500 | May 15, 1978 (60-day notice) | Masonry |
| Location of Photography Lab. | | | | |
| 4. 727 West Second Street Bloomington | 42,835/yr | 11,768 | June 30, 1978 (12-mo. notice) | Masonry |
| Location of Practical Nursing Program. | | | | |
| 5. 2518 East 17th Street Columbus | 3,600/yr | 3,683 | July 1, 1979 (90-day notice) | Frame |
| Location of Practical Nursing Program and Respiratory Therapy. | | | | |
| 6. 1410 Jackson Street Columbus | 14,400/yr | 8,000 | January 10, 1979 (60-day notice) | Thin-Skin Steel Pre-Fab |
| Location of Automotive Service Technology. | | | | |
| 7. 616 Franklin Street Columbus | 0 | 11,562 | None | Masonry |
| Location of Commercial Art, Interior Design, and Drafting Technologies. | | | | |
| 8. 1402 Jackson Street Columbus | 10,200/yr | 8,000 | | Thin-Skin Steel Pre-Fab |
| Facility will be used for Building Construction and Diesel Power Technologies. | | | | |

The number of work stations at these facilities are as follows:

1. The facility at 646 Franklin Street has the following number of stations:

| | |
|---|---|
| Accounting Technology | 60 (limited by number of rooms) |
| Electronics Technologies | 8 in small lab |
| | 13 in large lab |
| Secretarial Technology | 64 stations (3 labs) |

2. 624 Franklin Street has:

| | |
|---|---|
| Learning Resources | 31 stations |

3. 619 Washington Street has:

| | |
|---|---|
| Photo Lab | 8 stations (1 darkroom - 1 lab) |

4. 727 West Second Street has:

| | |
|---|---|
| Practical Nursing | 60 (limited by number of instructors) |

5. 2518 East 17th Street has:

| | |
|---|---|
| Practical Nursing | 40 (limited by number of instructors) |
| Respiratory Therapy | 10 (limited by clinical spots) |

6. 1410 Jackson Street has:

| | |
|---|---|
| Automotive Technology | 22 stations |

7. 616 Franklin Street has:

| | |
|---|---|
| Commercial Art | 55 stations |
| Drafting Technologies | 26 stations in lab (classrooms unlimited) |

8. 1402 Jackson Street will have:

| | |
|---|---|
| Building Construction | 25 stations |
| Diesel Power Technologies | unknown |

| | |
|---|---|
| TOTAL WORK STATIONS | 422 stations |

IVTC's major equipment by program area can be summarized in this manner:

ACCOUNTING

None

AUTOMOTIVE SERVICE

Bee-Line Front Alignment Rack
947 Sun Diagnostic Machine
Sun Distributor Tester Machine
Voltage Amp Tester
Black Hawk 25 Ton Hydraulic Press
Brake Drum Lathe
Rotor Lathe
Rockwell Drill Press
Electric Bandsaw
Sun Air-Kare Machine
Rockwell Belt Sander

COMMERCIAL ART

Comp Set 500
2 Visualizers
Kenro Camera

DRAFTING TECHNOLOGIES

32 Drafting Machines
Blueprint Machine
Surveying Equipment

ELECTRONICS TECHNOLOGIES

3 Indiana Instrument Mini-Computer Sections
5 Digital Computer Labs
Motor Training Equipment
7 Digi Kit Model 200 ml
L & N Temp. Potent.
HP Dual Channel Chart Recorder
L & N Bridge
Fairchild Scope
CTI H1011 12 Lab Kits - 7
CTI 3002 Lab Kits - 6
Color TV Trainer with Stand

PRACTICAL NURSING - COLUMBUS

Hoyer Lift
Pharyngeal Suctioning

PRACTICAL NURSING - BLOOMINGTON

Microscope
Hospital Beds

RESPIRATORY THERAPY

Timemeter Compression Unit
Laryngoscope
Lung Thorax Simulator
Lung Segment Model
Mark Bird Respirator
Chest Sound w/s Stethophones
Adult Intubation Model

SECRETARIAL SCIENCES

40 Calculators
45 Typewriters
15 Transcribing Units
40 Typing Stands

IUPUI

Tables 4, 5, and 6 represent IUPUI's actual and projected gross square feet per FTE student, using 120 gross square feet required per FTE student. For the base year 1975, as shown in Tables 4, 5, and 6, the present facilities provided only 69.3 percent of the requirement, or, converted to square feet, an additional 11,958 square feet could have been justified. These figures, however, do not reflect the present situation, as some of the classes are held at off-campus locations. Since the present building (Bakalar) is not equipped with any science or technology laboratory facilities, all courses requiring laboratory facilities are held in the local high school. Also, several courses each semester are held at Franklin College in Franklin, and either Greensburg High School or North Decatur High School in Greensburg. The following are the number of courses held away from IUPUI facilities during the Fall, 1977, semester:

| | |
|---|---|
| Columbus North High School | 3 courses |
| Columbus East High School | 3 courses |
| Franklin College | 1 course |
| Greensburg High School | 1 course |
| TOTAL | 8 courses |

Other factors which allow IUPUI to operate with less square footage than justified by the formula of 120 gross square feet per FTE student are:

1. Less office space is required for part-time faculty, and 90 percent of the FTE faculty are parttime (Fall, 1977).
2. No space has been designated for student organizations.
3. Minimal space is assigned to library and study areas.
4. Very limited facilities are provided for student recreation and lounge.

The above examples help explain how the Columbus Center has functioned with more limited facilities than are justified in Tables 4, 5, and 6. There is one offsetting factor

## TABLE 4

### ACTUAL AND PROJECTED GROSS SQUARE FEET PER FTE STUDENT

| YEAR | REQUIRED | AVAILABLE | DEFICIT | PERCENT OF REQUIRED |
|---|---|---|---|---|
| 1975 | 120 | 83.1 (A) | 36.9 | 69.3% |
| 1976 | 120 | 76.8 | 43.2 | 64.0% |
| 1977 | 120 | 76.8 | 43.2 | 64.0% |
| 1978 | 120 | 73.8 (B) | 46.2 | 61.5% |
| 1979 | 120 | 68.0 | 52.0 | 56.7% |
| 1980 | 120 | 63.7 | 56.3 | 53.1% |
| 1981 | 120 | 60.5 | 59.5 | 50.4% |
| 1982 | 120 | 113.4 (C) | 6.6 | 94.5% |
| 1983 | 120 | 114.7 | 5.3 | 95.6% |
| 1984 | 120 | 117.7 | 2.3 | 98.1% |
| 1985 | 120 | 119.4 | .6 | 99.5% |

(A) Total actual gross square feet in building (no. 486X) 42,762 sq. ft.
Less: Gross square feet sub-leased to Day Adult High School, Division of Bartholomew Consolidated School Corporation 4,878
Total Gross Square Feet Available to University 37,884 sq. ft.

(B) Sub-Lease with Day Adult High School to be terminated July 1, 1978. Lease of additional building, adjacent to present building, from the Aviation Commission, City of Columbus 4,878 / 1,785
Total Additional Gross Square Feet 6,663 sq. ft.

(C) Completion of 43,000-sq.-ft. building in August, 1982.

## TABLE 5

### ACTUAL AND PROJECTED ASSIGNABLE SQUARE FEET PER FTE STUDENT BY SPACE FUNCTION

| HEGIS CODE | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 Classroom | 19.48 | 18.02 | 18.24 | 16.39 | 15.12 | 14.16 | 13.45 | 12.83 | 12.98 | 13.31 | 13.51 |
| 200 Laboratory | 1.54 | 1.42 | 2.85 | 2.57 | 2.37 | 2.22 | 2.10 | 14.31 | 14.48 | 14.85 | 15.07 |
| 300 Office | 9.97 | 9.23 | 12.09 | 10.87 | 10.02 | 9.39 | 8.92 | 12.39 | 12.54 | 12.86 | 13.05 |
| 400 Study | 2.84 | 2.62 | 2.38 | 2.14 | 1.97 | 1.85 | 1.76 | 13.33 | 13.49 | 13.83 | 14.04 |
| 500 Special Use | .62 | .57 | 1.00 | .89 | .83 | .77 | .74 | 2.00 | 2.02 | 2.07 | 2.10 |
| 600 General Use | 14.05 | 13.00 | 13.12 | 11.79 | 10.87 | 10.19 | 9.68 | 11.43 | 11.56 | 11.86 | 12.04 |
| 700 Supporting | 5.28 | 4.89 | 4.92 | 4.43 | 4.08 | 3.83 | 3.63 | 5.53 | 5.60 | 5.74 | 5.83 |
| 800 Health Care | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 900 Residential | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 000 Unclassified | .25 | .23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 54.03 | 49.98 | 54.60 | 49.08 | 45.26 | 42.41 | 40.28 | 71.82 | 72.67 | 74.52 | 75.64 |

(A) Through June 30, 1978, the University will sub-lease 3,555 assignable square feet to the Day Adult High School. Since this area is not used by the University, 3, 555 square feet has been deducted from assignable square feet in the building.

(B) In July, 1978, it is planned that the sub-lease with Day Adult High School will not be renewed. This will increase assignable square feet by 3,555. Also, the Columbus Center plans to lease a small building, adjacent to its present building, from the Aviation Commission, City of Columbus, containing 1,451 assignable square feet. These two facility plans will increase assignable square feet by 5,006 square feet.

(C) New building planned to be completed in August, 1982 (Gross, 43,000 square feet; Assignable, 25,800 square feet).

## TABLE 6

### BUILDING LIST

| BUILDING NUMBER | BUILDING NAME | GROSS SQUARE FEET | ASSIGNABLE SQUARE FEET |
|---|---|---|---|
| 468X | BAKALAR | 42,762 | 36,034 |

which must also be considered. Graduate M. B. A. courses are held each Fall and Spring Semester in the Columbus Center facilities, but they are administered by the School of Business, and the enrollment count is included in the Bloomington Campus census. Presently only one or two courses are offered each semester under this arrangement.

A total of 4,878 gross square feet is sub-leased on a yearly basis to the Day Adult High School Division of the Bartholomew Consolidated School Corporation. By the Fall Semester, 1978, this space will probably be needed by the University for offices or classrooms.

Adjacent to the present IUPUI facilities is a vacant building containing 1,785 gross square feet which has been designated by the Aviation Commission of the City of Columbus for future lease to the University if it so desires. With minimal expense this building could be used by the University for maintenance shops, grounds equipment storage, and general storage. The use of this building would provide additional space in present buildings for offices and classrooms which will be needed by the Fall, 1978, Semester.

Presently, the Columbus Center has no buildings under construction or being planned through the biennium 1977-79. However, in the following biennium, 1979-81, its mission and enrollments should be sufficiently established to justify the construction of a Library/Science Laboratory Building, and approval will be requested to construct a 43,000-square-foot building to be completed by the Fall Semester, 1982.

In 1981, the present building would not provide sufficient gross feet based upon projected enrollments. This reflects the future condition assuming that (1) all of the facilities will be used by the University with no space subleased to outside organizations, and (2) the University will occupy the vacant building (described above) adjacent to the present property. Although tightness is not anticipated in the building during this period, it is believed that the present facilities will be adequate through 1981 for the following reasons:

1. The major growth in student credit hours will come in day classes, thus providing more effective use of facilities. Presently, the majority of students are enrolled in classes meeting in the late afternoon and evening periods.
2. All courses requiring major laboratory facilities will continue to be held in the local high school.
3. Space assigned to study areas, recreation, and lounge will continue to be kept at a minimum.
4. Although additional office space will have to be provided for new faculty and staff, part-time faculty will continue to be a large portion of the FTE faculty and require less office space.

On land adjacent to present facilities, the Indiana National Guard, in cooperation with the Aviation Commission of the City of Columbus, plans to build an Armory which could be completed as early as June, 1979. In the preliminary planning stages, it is anticipated that the University will benefit by being able to share parking facilities and a large multi-purpose room for indoor sports when such facilities are not in use by the Indiana National Guard.

Outdoor recreational facilities, consisting of two tennis courts, one handball court, and a combined field for intramural baseball, soccer, and football, are planned to be built in 1982 in conjunction with the new Library/Science Laboratory Building.

A timetable for completion of the physical facility plans is as follows:

| | |
|---|---|
| July 1, 1978 | Acquire title or obtain a long-term lease for the present 20-acre (approximate) site and building thereon and the building adjacent to present facilities, identified as Building No. 201 by the Aviation Commission of the City of Columbus. |

| | |
|---|---|
| July 1, 1979 | Acquire title or obtain a long-term lease for the additional 200 acres (approximate) designated for educational use by the Aviation Commission of the City of Columbus. |
| July 1, 1979 | Request approval through the University to seek funding in the 1979-1981 biennial budget to construct a new Library/Science Laboratory Building. |
| Spring, 1981 | Begin construction of the Library/Science Laboratory Building and outdoor recreational facilities. |
| August, 1982 | Complete construction of Library/Science Laboratory Building and outdoor recreational facilities. |

An Analysis

The purpose of this section will be to analyze the commonalities and differences in the present facilities being used by each of the three public educational institutions and those that are being shared. The Consultant has recommended more future cooperative endeavors in this area after surveying the present and some future activity.

Major Commonalities:

Each of the three public educational institutions, through feasibility studies, advisory committees, and planning, foresees a need in the late 70's and early 80's for additional facilities to meet community and state needs in its mission and program areas for its student clientele. Since much of the planning overlaps in the course area, it appears that several institutions can collaborate to provide a program to the community utilizing each other's facilities. Most of the planning for all three is centered around the needs of adults or of vocational education for high-school-age youth.

Presently the BCSC and IUPUI have a number of courses and programs for which they rent facilities in a reciprocal manner. The IVTC has begun to discuss some possibilities with the other two institutions but does not actually share usage at the time of this report.

All three of the institutions stress improved facility utilization as part of the Facility Master Planning for the future.

Major Differences:

The one major difference in the facilities of the three institutions is that the BCSC has a much more complete and developed facility for secondary vocational education and Day Adult programs. This is partly attributable to the greater maturity of the BCSC. The IVTC and the IUPUI organizations are more in the embryo stage, gaining momentum in order to lend a hand to the much overworked BCSC, which has had to carry the overload for a number of years. The BCSC is to be commended for its single-handed effort and success in providing services to the community for many years. But now the BCSC is in a position to become a partner with the two embryo institutions whereby all three can channel their efforts and resources toward the goal of providing educational opportunity to meet the needs of the community. Both the IVTC and the IUPUI have the advantage of being able to offer unique statewide programs which will provide services to both the state and the community. A good example of this is the possible recognition of the IVTC - Columbus Region as the only delivery system for Diesel Engine Technology in the state --- a contribution that is particularly fitting for the Columbus community and for one of Indiana's major industries which is headquartered in Columbus.

## ORGANIZATIONAL STRUCTURE AND FINANCIAL RESOURCES

In order to determine the potential for further cooperative efforts in managing resources between the three public educational institutions, it is very important for the Consultant to scrutinize the organizational structure of each in order to determine whether the present organization is a barrier to such action or whether the action can occur within it. In addition, the Consultant must seriously consider the present and future financial resources available to each of the institutions in order to determine the actual potential of each as well as of the three as a total group.

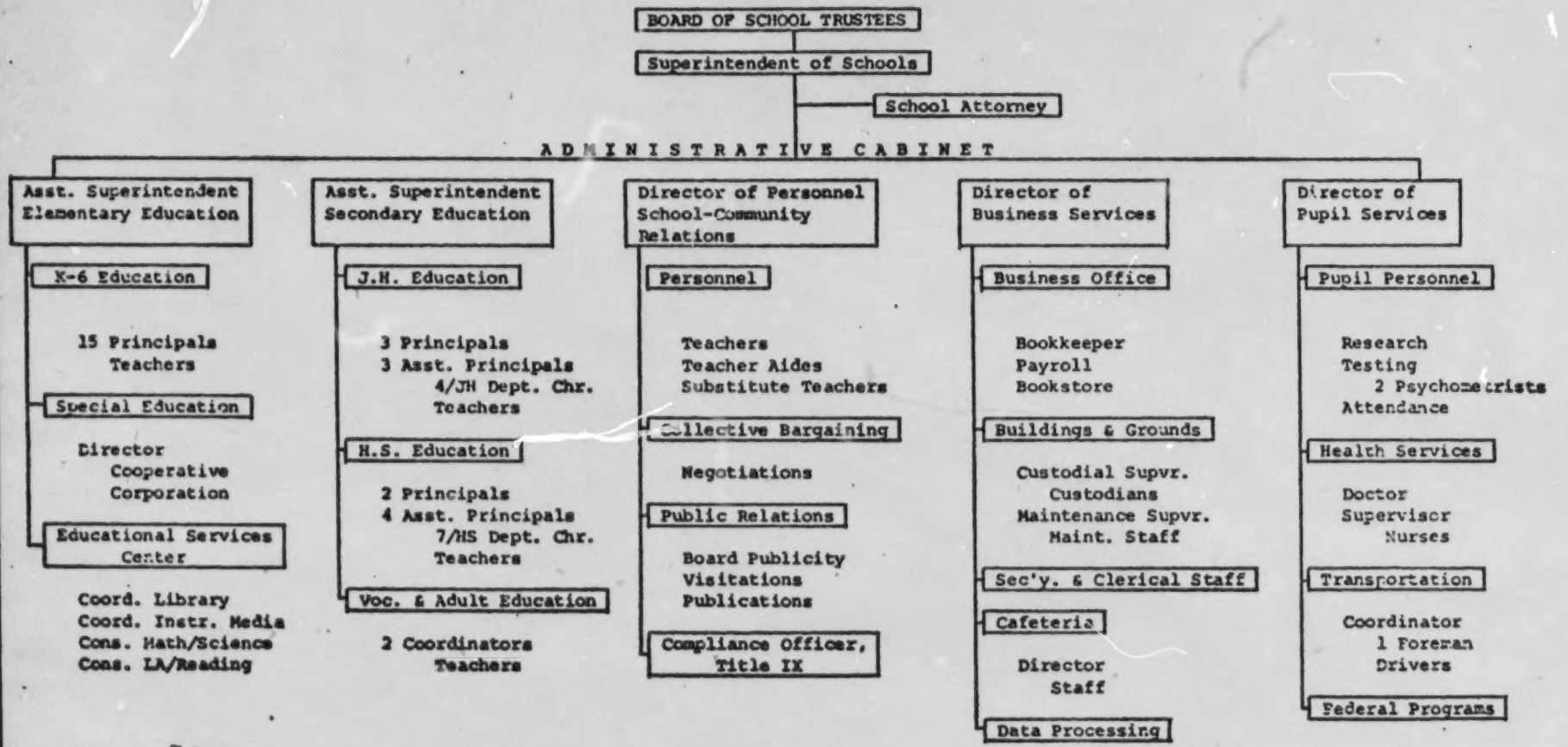
### BCSC

The organization of the BCSC is under a policy-making Board elected by the people of the school district. The Superintendent of Schools serves as the chief executive officer to the Board and operates through five specific divisions: (1) Elementary Education, (2) Secondary Education, (3) Personnel and School-Community Relations, (4) Business Services, and (5) Pupil Services. The details of the total organization are outlined in Figure 3. The organizational structure appears to be a functional and flexible one which permits and encourages contracting, cooperating, and collaborating with other agencies and organizations. Its relationship to state agencies is twofold.

First, the Superintendent of Public Instruction (an elected office) is responsible for coordinating all K-12 public education in the state as well as for seeing that the mandates of the statutes are carried out to meet prescribed standards in order to insure a certain degree of educational opportunity to all the people of the state. Certain fiscal remuneration is made to augment the local taxation that is received from the district taxpayers.

Figure 3.

ORGANIZATIONAL STRUCTURE
of the
BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION
Effective January 1, 1977



Secondly, the State Board of Vocational Education provides the leadership and some fiscal means to the BCSC for its programs in vocational education.

All in all, the BCSC is a local district function with a great deal of autonomy. A major contradiction of this is the recently imposed state mandate which places a freeze on any increase in the tax levy in the public school districts (K-12) of Indiana in regard to additional revenue gained from increased valuation. This places a definite barrier before many of the increased services to the community planned by the BCSC.

IVTC

As was outlined by the Consultant in the Mission section of this report, the IVTC is a statewide college with 13 regions. One of these regions, the Columbus region, includes Indiana Economic Regions 10 and 11 as seen in Figure 2 on page 29. The college is governed statewide by a policy-making board appointed by the Governor. The State Board employs a college president. In addition, the State Board appoints regional boards to govern each region under the policies outlined by the State Board. Each regional board selects a Vice President/Dean as the Chief Executive Officer to the Regional Board and as a Vice President to the Statewide College President.

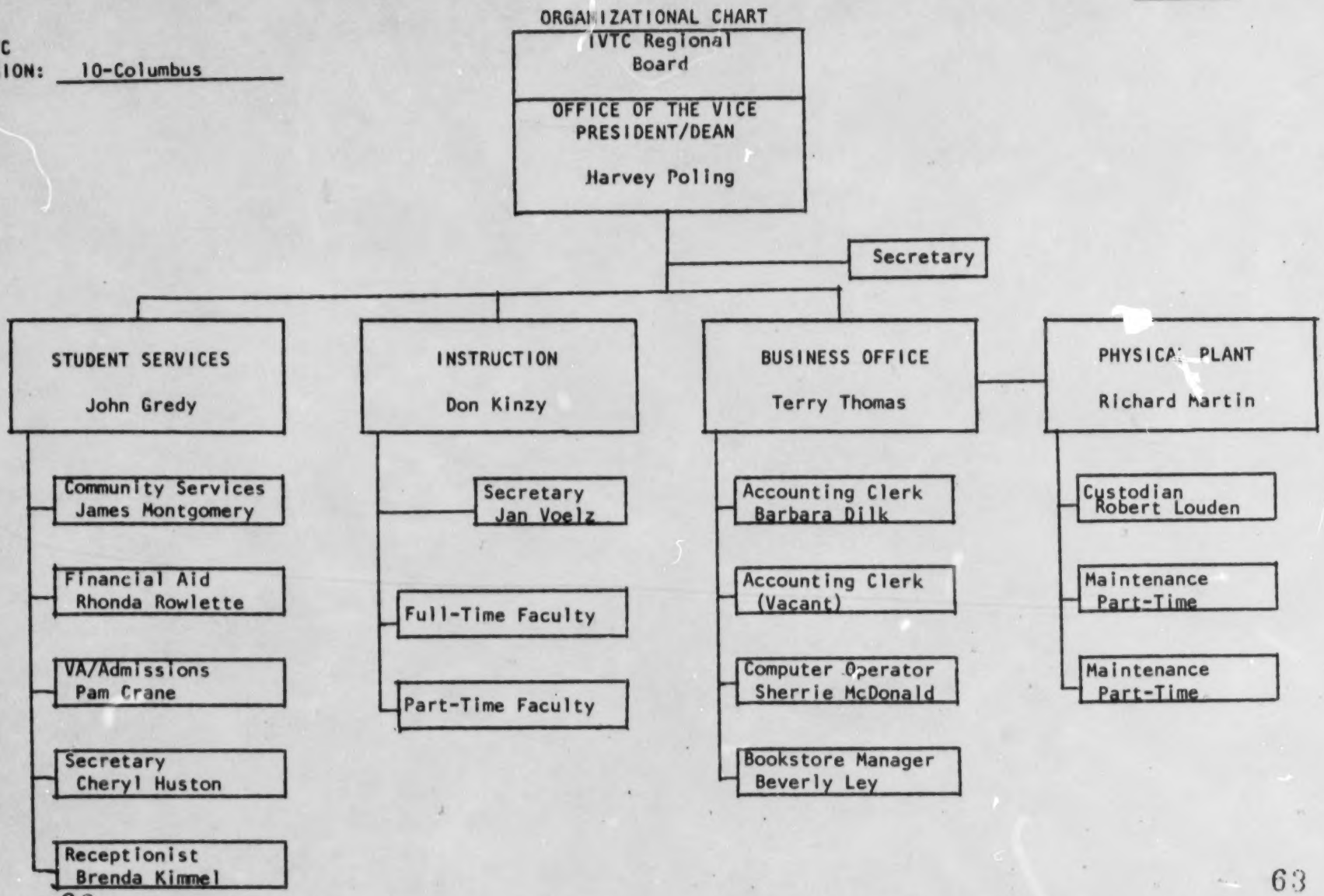
In the Columbus Region, the organizational structure appears to be very functional, with divisions of Student Services, Instruction, Business, and Physical Plant reporting to the Chief Executive Officer. The complete organizational structure is shown in Figure 4.

The IVTC State Board and the IVTC - Columbus Region have made it a matter of record to encourage and promote contracting, cooperating, and collaborating with other agencies and organizations. In fact, the concept of a close cooperating relationship with business and industry was the intent of the State Statute creating the IVTC.

Figure 4.

IVTC
REGION: 10-Columbus

ORGANIZATIONAL CHART



The IVTC is a statewide college, but the organization is structured to depend primarily on the Regional concept to provide the delivery system needed for the services of the particular Region --- thus helping the state. It is for this reason that while the Columbus Region of IVTC has the advantages of a statewide orientation it also has the advantage of local autonomy and local orientation.

A distinct advantage that the IVTC - Columbus Region has over the BCSC is the fiscal resources available to it. All of the funding for the IVTC is legislated through a state appropriation. The IVTC State Board then allocates the funds on a formula basis. The monies received for the IVTC and the Columbus Region have increased each year and are projected to continue as the growth pattern evolves. The IVTC allocations are not frozen since they are not related to local taxation on real property. See Table 7 for past, present, and future fiscal projections.

IUPUI

The IUPUI organization is part of the statewide organization. The State Board of Trustees of Indiana University appoints a President of the total university system. The President selects a Vice President in charge of the combined Indiana University-Purdue University Campus at Indianapolis --- thus the acronym IUPUI. The Purdue University Board of Trustees, President, and University Provost have functional coordination with Indiana University in the operation of the IUPUI headquartered in Indianapolis.

The Vice President in charge of the Indianapolis Campus has an Executive Vice Chancellor who is responsible for centers under jurisdiction of that campus. The Director of the IUPUI Columbus Center reports to the Executive Vice Chancellor of the Indianapolis Campus.

## TABLE 7

## IVTC-COLUMBUS REGION

### PAST, PRESENT, AND FUTURE FISCAL PROJECTIONS:

Budget for:

| | |
|---|---|
| 1974-75 | $ 588,498 |
| 1975-76 | 800,920 |
| 1976-77 | 970,286 |
| 1977-78 | 1,201,301 |

In order to get local input and orientation to the IUPUI Center at Columbus, an Advisory Board has been established. The Advisory Board represents the ten-county area in Indiana Economic Regions 11 and 12 as seen in Figure 2 on page 29.

The organization at the Columbus Center appears to be a functional one with mostly part-time people serving at the present time. However, it has been organized so that full-time persons can become members of the present organizational structure without modifying it. The organizational chart is presented in detail in Figure 5.

The IUPUI Columbus Center also has a distinct advantage over the BCSC because the fiscal resources available to it are not frozen but instead it receives funding legislated through a state appropriation. Indiana University-Purdue University at Indianapolis allocates funds for the Center from its total appropriation.

Expenditure projections presented as Tables 8 and 9 in this section are based upon current dollars, without regard to inflation. Funding is required to provide for student enrollment changes, to improve the quality of present services and programs, and to initiate new services and programs to meet the educational needs of a growing student body. The Columbus Center has been providing educational opportunities to the Columbus area and surrounding counties at a very low cost per FTE student. This has been possible because of (1) the administrative support services received from Indianapolis and Bloomington campuses, (2) the use of part-time faculty instead of full-time faculty, and (3) minimal library and learning resource services. As the Columbus Center continues to grow, substantial "catch-up" funds will be necessary to acquire more full-time faculty and to increase the library collections.

The expenditures projected here include only the portion of operating costs funded by state appropriations and student fees. Programs funded through outside agencies and the bookstore, a self-supporting service, are not included in these expenditures.

IUPUI
ORGANIZATION CHART
June 30, 1977

Figure 5.

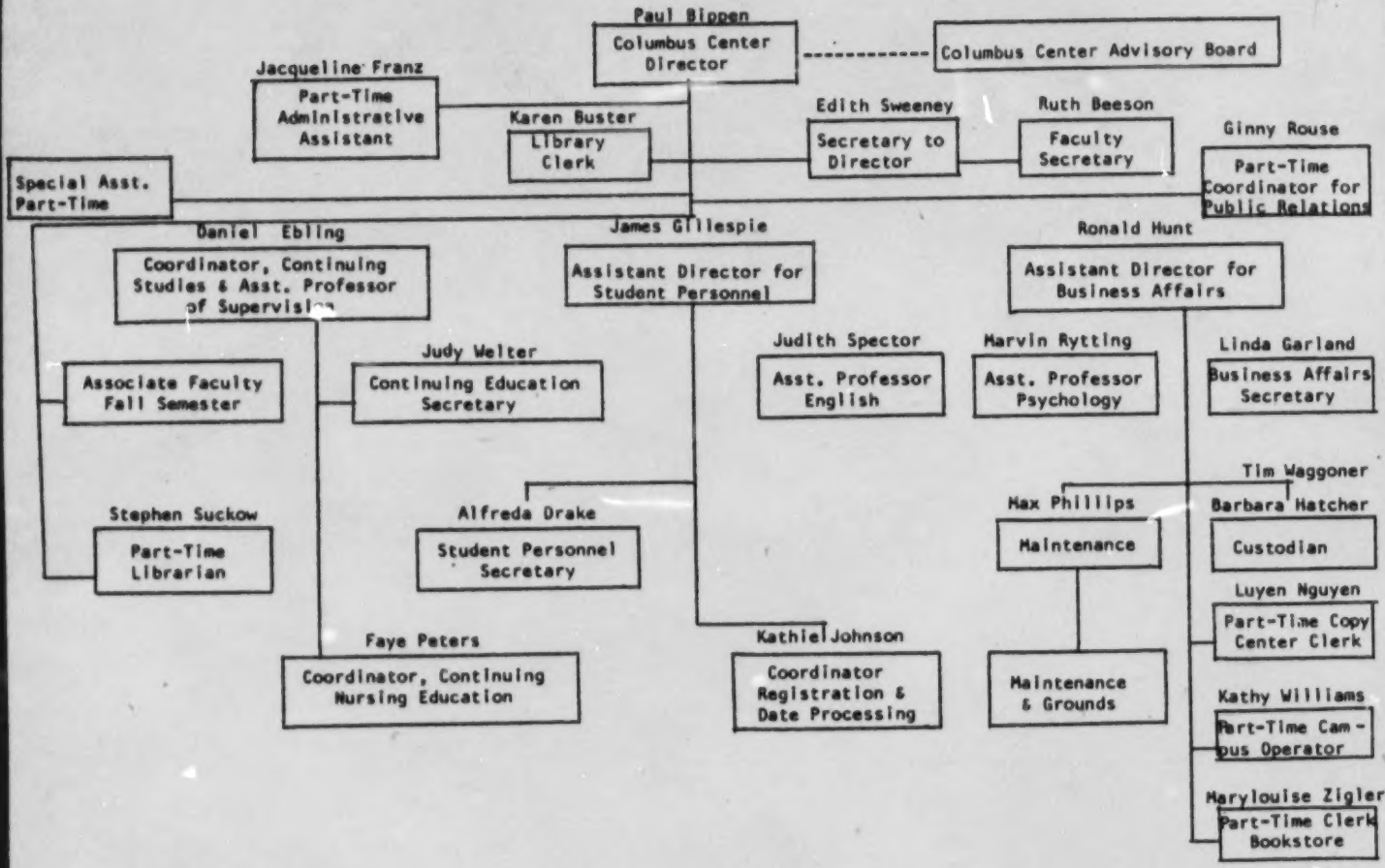



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TABLE 8

IUPUI COLUMBUS CENTER - EXPENDITURE PROJECTIONS

| | 75-76 Budget | 76-77 Budget | 77-78 Budget | 78-79 Projected | 79-80 Projected | 80-81 Projected | 81-82 Projected | 82-83 Projected |
|---|---|---|---|---|---|---|---|---|
| Total Teaching Faculty | 55,360 | 58,333 | 68,200 | 131,920 | 188,826 | 228,017 | 282,859 | 320,350 |
| Part-Time Instructors | 150,615 | 164,562 | 174,980 | 152,953 | 153,301 | 156,947 | 151,680 | 150,701 |
| Subtotal | 205,975 | 222,895 | 243,180 | 284,873 | 342,127 | 384,964 | 434,539 | 471,051 |
| Other Faculty | 0 | 0 | 0 | 0 | 20,000 | 20,000 | 20,000 | 20,000 |
| Student Assistants | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Academic Personnel | 0 | 0 | 10,387 | 33,000 | 48,000 | 48,000 | 64,500 | 64,500 |
| Summer Sessions | 42,898 | 65,540 | 53,725 | 51,080 | 56,818 | 61,616 | 65,755 | 69,236 |
| Subtotal | 42,898 | 65,540 | 64,112 | 84,080 | 124,818 | 129,616 | 150,255 | 153,736 |
| Admin. and Professional | 35,225 | 58,455 | 62,937 | 119,947 | 124,659 | 128,599 | 131,998 | 149,856 |
| Clerical and Service Staff | 53,227 | 74,090 | 84,427 | 125,036 | 132,156 | 144,772 | 149,906 | 154,225 |
| Hourly Personnel | 13,542 | 14,980 | 13,865 | 21,327 | 23,139 | 24,654 | 25,960 | 32,259 |
| Retirement | 19,098 | 21,791 | 26,446 | 56,298 | 71,059 | 79,406 | 93,673 | 104,323 |
| Group Insurance | 5,685 | 4,575 | 6,287 | 14,086 | 16,524 | 18,191 | 20,456 | 22,165 |
| TOTAL STAFF BENEFITS | 24,783 | 26,366 | 32,733 | 70,384 | 87,583 | 97,597 | 114,129 | 126,488 |
| TOTAL PERS. COMP. | 375,650 | 462,326 | 501,254 | 705,647 | 834,482 | 910,202 | 1,006,787 | 1,087,615 |
| Supplies and Expenses[1] | 85,800 | 96,199 | 105,828 | 161,351 | 174,504 | 188,580 | 199,459 | 209,321 |
| Travel | 27,070 | 36,965 | 38,440 | 36,432 | 40,953 | 44,381 | 47,593 | 50,489 |
| Equipment | 8,822 | 9,440 | 9,820 | 36,812 | 43,993 | 29,481 | 24,233 | 43,249 |
| Books | 2,500 | 2,675 | 2,780 | 75,976 | 76,810 | 77,589 | 79,831 | 90,533 |
| Transfers | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Unallocated Expenses | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL EXPENDITURES[1] | 499,842 | 607,605 | 658,122 | 1,016,218 | 1,170,742 | 1,250,233 | 1,357,903 | 1,481,207 |

1. $50,000 rent payment has been excluded from this analysis.

*These projections are based on the assumptions that the number of full-time faculty will be greatly increased and that the University will significantly increase its support of the Columbus Center library.

## TABLE 9

### IUPUI COLUMBUS CENTER - EXPENDITURE PER STUDENT

| | 75-76 Budget | 76-77 Budget | 77-78 Budget | 78-79 Projected | 79-80 Projected | 80-81 Projected | 81-82 Projected | 82-83 Projected |
|---|---|---|---|---|---|---|---|---|
| Total Teaching Faculty | 121 | 132 | 141 | 269 | 385 | 466 | 574 | 626 |
| Part-Time Instructors | 330 | 371 | 362 | 312 | 312 | 321 | 308 | 295 |
| Subtotal | 451 | 503 | 503 | 581 | 697 | 787 | 882 | 921 |
| Other Faculty | 0 | 0 | 0 | 41 | 41 | 41 | 41 | 39 |
| Student Assistants | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Academic Personnel | 0 | 0 | 21 | 67 | 98 | 98 | 131 | 126 |
| Summer Sessions | 94 | 148 | 111 | 104 | 116 | 126 | 133 | 135 |
| Subtotal | 94 | 148 | 132 | 212 | 255 | 265 | 305 | 300 |
| Admin. and Professionals | 77 | 132 | 130 | 244 | 254 | 263 | 268 | 293 |
| Clerical/Service Staff | 117 | 167 | 174 | 255 | 269 | 296 | 304 | 302 |
| Hourly Personnel | 30 | 34 | 29 | 43 | 47 | 50 | 53 | 63 |
| Retirement | 42 | 49 | 55 | 115 | 145 | 162 | 190 | 204 |
| Group Insurance | 12 | 10 | 13 | 29 | 34 | 37 | 41 | 43 |
| TOTAL Staff Benefits | 54 | 59 | 68 | 144 | 179 | 199 | 231 | 247 |
| TOTAL PERS. COMP. | 823 | 1,043 | 1,036 | 1,479 | 1,701 | 1,860 | 2,043 | 2,126 |
| Supplies and Expenses[1] | 188 | 217 | 219 | 329 | 355 | 386 | 405 | 410 |
| Travel | 59 | 83 | 79 | 74 | 83 | 91 | 97 | 99 |
| Equipment | 19 | 21 | 20 | 75 | 90 | 60 | 49 | 85 |
| Books | 5 | 6 | 6 | 155 | 156 | 159 | 162 | 177 |
| Transfers | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Unallocated Expenses | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL EXPENDITURES[1] | 1,094 | 1,370 | 1,360 | 2,112 | 2,385 | 2,556 | 2,756 | 2,897 |







1. Rent payments of approximately $70.00 per student have been excluded from this analysis.

A substantial increase in the amount of expenditures per FTE student is projected for FY 1978-79. Starting in this fiscal year, additional full-time faculty will be employed to increase the percentage of full-time teaching faculty from 10 percent in the Fall of 1977 to 66.7 percent by the Fall of 1985. This change will be made gradually over the eight-year period. Also, additional administrators and other support staff are planned to provide more services locally to students and faculty. Since many support services will still be received from central administration, an amount for administrative support services is included in the expenditure projections for the first time starting in FY 1978-79, to more accurately reflect the true operating cost of the Columbus Center. A major increase in expenditures is also planned to allow the library to employ professional staff and to begin purchasing books and periodicals to meet future accreditation standards.

A second substantial increase in the amount of expenditures per FTE student is also projected for FY 1982-83, when the new Library/Science Laboratory Building will be completed. In the new building, increased operating funds will be needed for science laboratory equipment, for utilities, and for building and grounds maintenance. The cost of constructing the new building and the outdoor recreational facilities will be funded through capital appropriations. Construction costs are not included in the operating budget projections in this section.

Presently, student fee income, rather than State appropriations, provides the major source of funding for the Columbus Center. Approximately two-thirds of Columbus Center income is from student fees. It will be necessary for State appropriations to fund a greater share of the expenditure budget if the Columbus Center is to significantly expand its educational programs and services.

Rising living expenses and student fee increases at residential campuses will tend to attract more students to community campuses and regional campuses near their

homes. The Columbus Center will continue to expand day course offerings to meet the needs of the region it serves.

An important factor in the future development of the Columbus Center is the extent to which the City of Columbus and the surrounding communities are willing to provide financial and public support toward the growth of the school. A Library Fund Drive is already in progress, and the Columbus Center Board of Advisors and other community leaders are presently considering other types of support to enhance quality education in Columbus and surrounding areas.

As mentioned above, the inflation factor has not been considered in the expenditure projections reported in this section. Since inflation is one of the major reasons for increased costs, there is valid reason for comparing the inflation factor in the educational sector with the cost of living index, particularly in the area where the campus is located. This becomes more important when salaries represent a major portion of the expenditure budget, as occurs in educational institutions. To retain qualified faculty and staff, salaries must reflect the skills, education, and demand for the positions within the educational sector, and must also keep abreast of the cost of living in the community. Since the cost of living varies greatly between areas or cities, this would suggest that the geographic area and its cost of living factor should be considered in budget preparation. With budget increases barely keeping up with inflation it becomes more important that local living and purchasing costs become a factor in determining expenditure budgets.

An Analysis

The Consultant will analyze the organization structure and financial resources of each of the three institutions by presenting their major commonalities and major differences.

Major Commonalities:

All of the three institutions have local boards with an executive officer. All of the boards and chief executive officers have encouraged cooperating with one another.

Each institution works with a different entity at the state level with one exception. All work with the State Board of Vocational Education as it relates to Federal funding for vocational education.

The three institutions appear to have functional and flexible organizational structures that will provide them with the framework for future growth and cooperative endeavors.

Each of the three institutions receive operating monies from state appropriations.

Major Differences:

The three institutions differ in their reporting to the state. Each reports to a different state agency for policy-making and/or standards establishment. One local board is elected while the other two are appointed. Because of its election at the local level, the BCSC appears to have more local autonomy than the other two.

The organization structures differ in detail only in order to meet the needs of the institution --- otherwise, they are similar in nature.

Probably the greatest difference which currently offers distinct advantages to the IVTC and IUPUI is the primary source of funding. These two receive their funding from state appropriations in addition to student fees. The BCSC receives its funding through a local real property tax and through state funding. A statutory freeze has been placed on any increase in the tax levy in the State of Indiana in regard to additional revenue gained from increased valuation. There is no freeze on the funding for the IVTC and the IUPUI Center. This certainly makes a difference in the availability of funds to the

BCSC as compared to the IVTC and the IUPUI. This major difference has to be considered very seriously by the Consultant in the formulation of final conclusions and recommendations for future cooperation between the institutions.

PAST, PRESENT, AND FUTURE RELATIONS WITH INDUSTRY AND THE COMMUNITY

The Consultant has been amazed at the civic interest and pride that the people of the Columbus area have in their community. This interest and pride covers all facets of community living, as demonstrated by the following list of six different categories of high priority that stimulate this pride:

1. Education
2. Community Services
3. Area recreation and unusual attractions
4. Unique architecture
5. Employment, work force, and wages
6. Industrial support services

Other categories of community pride are: Utilities, transportation, and communication; geographical location, population, and markets; construction and finance; industrial parks; planning, zoning, and environmental regulations; government bodies and taxes; and housing.

Each of the three public educational institutions has, in many cases, capitalized on this community pride and interest by planning its potential with a view to the needs which have been assessed by the community leadership. The Consultant sees the Columbus area's interest and pride as its greatest asset. For this reason, the three public educational institutions should further promote industry and the community as a fourth partner if they expect to reach the potential goals for cooperative efforts in managing resources.

In discussing the needs of various businesses and industries with their training directors, the Consultant identified the following needs for the three public educational institutions. This was the result of just one brainstorming session.

1. Basic skills in reading and math in a practical way and not in isolation.
2. Basic fundamentals in human relations and human awareness.
3. Basic ways that industry operates.
4. Planning skills, time management.
5. Fundamentals of the metric system.
6. Basic problem-solving techniques and basic physics.
7. Communicative management.
8. Speed reading.
9. Automotive management.
10. Marketing skills.
11. Business management.
12. Computer science upgrading.
13. Supervisory techniques, applied and ongoing.
14. Basic physical phenomena integrated and applied on a practical basis.
15. Understanding responsibilities.
16. Health technologies
    a. Radiological Technology
    b. Medical Technology
    c. Respiratory Technology
    d. Associate Degree Nursing
17. Banking techniques.

18. Refreshers for supervisors.

19. Courses similar to those of the American Management Associations.

20. Mid-Management supervisory training.

21. Motivational concepts.

22. Industrial engineering - practical non-credit or credit.

23. Organizational theories.

24. Industrial maintenance.

25. Associate, undergraduate, and graduate degree opportunities locally.

The Consultant spent four days in informal discussions with community leaders about the purpose of the project and its potentialities. Some of the significant comments were:

"One would have to be against motherhood to be against this project for it makes sense that in the improved management of local resources the people of the community will benefit."

"Too many school graduates cannot provide the necessary basic reading and arithmetic skills that are needed in business. Maybe we need competency exams for graduation."

"If the three public educational institutions can get together and prove that they can successfully manage resources better for the good of the community, I am sure that business and industry will give them all the help possible."

"I am eager to help. I believe that I know some things about what a person should have in skills from our educational programs."

"The people in Seymour and Jackson County will be interested in determining the potential for our cooperative efforts in managing resources. It makes sense since we feel that more services could be provided to our people."

"This will make sense to the Legislature since it follows the kind of accountability that they desire. It could serve as a pilot project with implications for other areas of the state."

"This is the type of commitment that the state-level people encourage."

"This appears to be part of the solution of secondary vocational education in the light of the budgetary freeze."

"I believe that the three public educational institutions can go as far as necessary to manage resources more successfully through cooperative efforts but I would not want to see high school education, vo-technical education, and university education all lose their identity completely because of the positive images and the expectations of people in the community."

"We would like to have some of our present training assumed by the educational institutions. We need the space for our primary purpose, which is not education."

"This kind of cooperation would be welcomed by the people of Greensburg."

"The Flat Rock-Haw Creek School District would profit from the same kind of cooperative endeavors as those discussed by the BCSC."

"I hope that as the Consultant of the Project you can suggest that other educational institutions including those in the private sector be given the opportunity to participate in the accomplishment of this worthwhile goal and purpose."

From the comments of community leaders, it appears that they believe the project is a significant one for the Columbus area and that the purpose and the potentialities have their strong support and endorsement.

An Analysis

Major Commonalities:

The three institutions agree that the Columbus area is somewhat unusual in its civic interest and pride and appreciate this spirit and leadership. All three want to communicate and work with the community as effectively as possible.

Major Differences:

Each of the institutions realizes that presently there may be a duplication of services to the community as well as many services that are not being met. The Consultant sees as a difficulty the fact that each of the institutions has not been able to get a "good handle" on the identification of all of the possibilities for cooperation nor to establish an inventory of all of the resources necessary to manage the cooperation for more and better non-duplicative services. The institutions' recognition of the need for this is signified by their support of this project. Another area of concern for the institutions is to bring to reality the goal of making industry and the community the fourth partner. This will clarify and crystallize as more cooperative and joint planning materializes.

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

All three of the institutions have central threads of agreement in their missions and broad goals. It is commendable that all three have a great deal of agreement in their generalized mission and goal statements. Generalizations should be duplicated, while specific programs and courses possibly should not but instead should build one on the other in order for appropriate continuity and articulation to occur in a proper sequential manner.

Many of the programs and courses of each of the three educational institutions appear to be duplicative in nature. This developed because of the historical nature and time perspective of the emergence of each institution. For a period of time, the ECSC had to attempt to fill the need in all educational areas except university baccalaureate and graduate degree programs. Now IVTC-Columbus and IUPUI-Columbus may help to provide adult educational needs. It does appear that there is duplication occurring at the program and course level within the three institutions which is not necessary for each to accomplish its mission.

The three institutions do not serve exactly the same geographical areas. Most of Bartholomew County is common to all of them. This area of Bartholomew County does show a stable population increase with steady industrial growth. All three institutions agree that the projected increase in educational clientele will occur at the adult level in both vocational and avocational areas. There is certainly some evidence that the same clientele is being sought by each of the three institutions in many of the program areas. This presents a duplication of service to the community that may be unnecessary.

Since there is considerable difference in the geographical area served by each, it is imperative that each institution communicate with all of its constituency in other educational and community agencies within its boundaries in order that this pilot project might have some carryover value to them at a later date.

Each of the three institutions projects a need in the late 70's and early 80's for additional facilities. Some of their present needs have been postponed through shared use of facilities, reciprocal agreements, and cooperative educational programs with business and industry. All of these possibilities have to be explored to the fullest along with improved facility utilization of present structures. But the long-range answer to the problem of duplication of facilities is to require joint planning whereby they all become equal partners in pooling their efforts and facility resources toward the common goal of providing educational opportunity to meet the needs of the community. This could lead to the establishment of a common site or an "Educational Park" with potentially greater efficiency of operation as well as increased educational opportunity.

The three institutions appear to have functional and flexible organizational structures that encourage coordinating, cooperating, and collaborating with each other as well as with other agencies and organizations. In these organizational structures each reports to a different state agency for policy-making and/or state standards with one exception; i.e., all work with the State Board of Vocational and Technical Education with regard to funding for vocational education. Each institution has a local board, the BCSC's being elected and the IVTC's and IUPUI's being appointed. All in all, the BCSC is a local district function with a great deal of local autonomy because its primary source of funding is local. A major contradiction of this is the state mandate that was imposed recently which places a freeze on any increase in the tax levy in the public school districts (K-12) in regard to additional revenue gained from increased valuation. This places a definite barrier at this time on increased services to the community planned by the BCSC. The IVTC and IUPUI have distinct advantages in this regard since both receive their funding from state appropriations and student fees. There is no present freeze on the funding for the IVTC and the IUPUI

Center. This major difference has been considered by the Consultant in the formulation of recommendations for cooperation between the institutions. It is anticipated that the freeze may be lifted, therefore, this will not affect future cooperation as it relates to these fiscal matters.

The Consultant has been amazed at the civic interest and pride that the people of the Columbus area have in their community. This interest and pride covers all facets of community living. Evidence of this has been demonstrated in many community activities. Each of the three institutions has capitalized on this community pride and interest in many ways by planning its potential with the needs which have been assessed by the community leadership. The Consultant sees the Columbus area's interest and pride as its greatest asset. For this reason, the three institutions should further promote industry and the community as a fourth partner if they expect to reach the potential goals for cooperative efforts in managing resources more effectively. This will clarify and crystallize as more cooperative and joint planning materializes.

On the basis of the findings in this report and as summarized and formulated in the conclusions above, the Consultant recommends the following phases for the three institutions to consider in reaching the potential goals for more cooperative efforts in managing resources more effectively in the Columbus area. The phase recommendations provide a time and priority listing for the implementation of this report.

## Recommendations in Five Phases Which Indicate Time Sequence

### Phase I Recommendation

In order to utilize the Columbus area's interest and pride, which constitute its greatest asset, the three institutions in cooperation with representatives of business, industry, and the community should develop a Community Education Council for the purpose of Joint Planning.

The Council would be advisory in nature and could consist of representatives from: (1) the three educational institutions; (2) business and industry; (3) other community segments in order to secure as broad a representation as possible.

The purpose of the Council would be to provide the leadership for the coordination, articulation, and planning necessary to evaluate this report and to implement it where it is deemed appropriate and feasible. The ultimate success of this project will depend greatly on the leadership assumed by the business and industrial community of the Columbus area. They are large investors in the three educational institutions and are the primary users of the individuals who partake of the institutions' programs. Cooperative efforts in managing resources and avoiding duplication can come about with Joint Planning by such a Council.

This would retain the strong nucleus of current programs and yet provide for a review and evaluation process for possible identification of current duplication. Reassignment would occur if it appeared to be more efficient and economical to do so.

A future task for the CEC Joint Planning Committee is to evaluate the feasibility of the establishment of an "Educational Park" operation for the Columbus area on a common site whereby all the partners in the cooperative endeavor assume an equal responsibility in pooling their efforts, resources, and expertise toward the common goal of providing educational opportunity to meet the needs of the community.

This could provide for a sharing of the educational endeavors by the BCSC, IUPUI-Columbus, IVTC-Columbus, and the business-industrial community. This could help reduce the unnecessary duplication of effort, programs, and courses. The partners would combine their efforts to provide for the needs of the community. The "Educational Park" concept does not necessarily propose one unit of operation but advocates a

partnership concept of sharing of expertise, responsibility, and results for a broad educational program to meet the needs of the high school students and adults of the area. There would be a BCSC, an IUPUI-Columbus, an IVTC-Columbus, and a business-industrial community, all with their respective organizations and appropriate affiliations with parent bodies. All vocational education, whether it be related-general, career-oriented leading to a profession, exploratory basic skill, upgrading, or highly skilled, could be offered in the "Educational Park" complex. This would not prevent clinical, cooperative, or work-study experiences from taking place in business or industry as the program needs dictate.

The planning of the "Educational Park" complex can provide for joint planning by all of the institutions rather than piecemeal, fragmented, and proliferated planning by each institution, one in isolation from the others. It can further provide for the involvement of business and industry as the fourth partner in the enterprise. It can provide for the continuing vocational expertise from the BCSC for both high-school-age youth and adults; from the IVTC-Columbus for vocational training of a practical, technical, and semi-technical nature; from the IUPUI-Columbus for the post-secondary general and avocational education as well as the career education leading to a profession; and from the business and industrial community for leadership in the delineation of manpower needs and the skills necessary to provide for these needs.

Implementation of an "Educational Park" plan can be phased in for each institution. The "Educational Park" plan will complement the planning of each of the institutions so that they can continue to move forward with their present plans.

The "Educational Park" plan, common to the community, minimizes the necessary protocol for the delineation of responsibilities within each institution but instead maxi-

mizes their relationship as equal partners. This equal partnership provides the community with potentially greater efficiency of operation as well as increased educational opportunity. In short, competition between institutions is minimized, and the equal partnership provides the potential for better educational opportunities in the community. The "Educational Park" concept has tremendous possibilities for an area which has the potential of Columbus because of the community's interest and pride in its educational functions. It can merit a number of significant funding sources for such an innovative venture, which may include federal, state, and foundation monies.

Phase II Recommendations

In order for the three educational institutions to begin to move immediately toward the Joint Planning concept with business, industry, and the community, the following recommendations should be implemented as soon as possible by the Community Education Council.

1. The three institutions should continue to develop a cooperative program of sharing learning resources.

   This includes films, tapes, books, slides, transparencies, periodicals, etc.

2. The three institutions should, through the use of joint advisory committees and through the joint collaboration of faculty and staff, develop course syllabi and course outlines with resultant-behavioral outcomes in order to present programs and courses of instruction that articulate and provide continuity for the student in the process of life-long learning.

This should be done in those areas that are appropriate for the articulation and continuity of programs between the three institutions and with business and industry.

3. All three of the institutions should encourage multiple enrollments by some students where the need for such a situation is validated.

   Multiple enrollment means that an adult or high-school-age youth may be enrolled in more than one of the three institutions at the same time if the learning experiences are of value to the student.

4. All three institutions should develop policies and procedures for evaluating and granting credit for life experiences which will provide advanced standing or enhance self-paced instruction and learning.

   This would provide greater flexibility in movement by students between the three institutions and between other educational institutions and business and industry. Life experiences here refers to knowledge and skills gained from one's work, cultural activities, travel, etc.

Phase III Recommendations

In order for the three educational institutions to provide the community with future vocational educational needs at the program and course level without unnecessary duplication, the Community Education Council should consider and implement the following recommendations on role and responsibility delineation at the earliest possible date.

1. All future new programs and courses in vocational education at the post-secondary-education level first should be considered the responsibility of the IVTC-Columbus Region.

   This makes sense since this is the primary mission of the IVTC when one relates it to the post-secondary level of vocational-technical programs and courses. In addition, enrollment growth in all of these areas has been assessed as a community need and projected into the balance of the 70's and the early 80's. Increased facility utilization will be secured with more efficient class size since the IVTC service area consists of nine counties. This would identify the IVTC as the institution to provide the facilities and services for these programs and courses. The IVTC has available resources in the form of increased operating funds in order to provide these services. Business and industry appear to support this role for the IVTC-Columbus Region.

2. All future new programs and courses for adults in post-secondary general education, in avocational or leisure-time activities, and in professional careers such as engineering technologies, nursing education, etc., first should be considered the responsibility of the IUPUI-Columbus Region.

   This would include those appropriate general education courses needed in the various adult occupational programs in the IVTC-Columbus Region.

   General and professional career education is a primary mission of the IUPUI Center when one looks at specific courses within the general goals. The advantages that IUPUI has for this task are in serving a broader geographical area, in increased enrollment projections, in improved facility utilization,

in facility master planning, in offering higher education credits, and in availability of financial resources. This concept appears to be acceptable to the community being served.

3. All future new vocational programs and courses for high-school-age youth first should be considered the responsibility of the BCSC.

This exploration of various locations coupled with basic skill development in the high schools would articulate well with the high school mission, goals, and objectives of providing the basic educational components for further decision-making on the part of the individual in the life-long learning process. It follows the theme that the best high school program is a basic educational one.

4. All future new general education programs and courses for high-school-age youth first should be considered the responsibility of the BCSC.

General education for high-school-age youth should be basic in that it provides learning experiences which equip the student with certain basic skills that can be readily applied as tools and techniques for the students to specialize further as his or her learning becomes a part of the life-long learning process.

This follows the results of the educational priorities established by the Columbus Town Meeting III sponsored by the Area Chamber of Commerce in November. The highest priorities for elementary and secondary education resulted in basic educational outcomes.

5. All future new in-depth vocational programs and courses which have job placement objectives and which are not delineated as secondary or post-secondary should be planned cooperatively between the three educational institutions and business and industry through the Community Education Council.

   This would provide for the articulation and evaluation necessary in order to avoid duplication and yet offer the career movement in vocational education as a life-long process. Each of the three educational agencies could assume the part of the program which best adheres to its capabilities.

Phase IV Recommendation

Phase III Recommendations relate to the delineation of responsibilities of future vocational and adult programs for high-school-age youth and adults. The Phase IV recommendation deals with the present vocational programs and courses which are being offered by the three institutions. The following recommendation is presented to the Council to determine the role and responsibility delineation of the three institutions. Implementation of the recommendation should be accomplished in the near future after program and course evaluations can be determined for appropriate decision-making.

All of the present vocational education, whether it be related-general, career-oriented leading to a profession, exploratory basic skill, upgrading, or highly skilled, needs to be evaluated cooperatively through the Community Education Council in order to determine its present effectiveness and its future need.

This would retain the strong nucleus of current programs and yet provide for a review and evaluation process for possible identification of current duplication and reassignment if it would be more efficient and economical to do so.

Phase V Recommendations

After the Community Education Council develops, implements, and evaluates the Joint Planning concept, additional recommendations need to be considered.

Since these have both regional and statewide implications, they need to be considered not only by the Columbus CEC but by the Indiana Commission on Institutions of Higher Education and particularly by the funding agency, the Indiana State Board of Vocational and Technical Education.

1. The three institutions have to consider possible cooperative efforts in managing resources through the utilization of other educational agencies in the broad service areas.

   Some of these are Franklin College, Hanover College, and the public school systems of Brown County School Corporation, Flat Rock-Haw Creek, Seymour, and Greensburg.

2. Further research and analysis are needed to evaluate other educational agencies and other organizations that could enhance the present and future cooperative endeavors of the three institutions.

   This could encompass business and industry, all other K-12 school districts, IVTC regions, and University Centers in central or south-central Indiana.

3. The actual actions taken by the three institutions and the community in regard to this cooperative project to determine the potential for cooperative efforts in managing resources need to be reported to other areas of the State of Indiana to serve as a pilot study for them to consider.

It makes sense that, through cooperative management, the investment of the taxpayer will realize greater dividends in services.

Concluding Remarks

The Consultant has presented recommendations for action in five-time-phases for the four partners---the three institutions and the business and industrial community. It is the Consultant's belief that this report may provide the impetus for some of the answers that will be utilized to accomplish the end result of the project goal. After all, interest and pride are the Columbus area's greatest asset.

# APPENDIX A

## Current Programs and Enrollments - BCSC

### Art

The art program goal is to help students:

to develop a keener awareness of esthetic values;
to develop skill in expressing ideas, feelings, and moods;
to explore personal interests and aptitudes;
to relate cultural history in an understanding of other times and places; and
to develop sensitive discrimination in the use of art at home, in school, and in the community.

Courses offered and enrollments:

| | | | |
|---|---|---|---|
| Art | 348 | Artcraft | 50 |

* Planned course additions:

lk Screening, Jewelry Making (not offered due to cility limitations)

### Business Education

The goals of the business education program are to:

1. contribute to the goals of general education as stated in the philosophy and objectives adopted for this school corporation.

2. develop an understanding of basic business principles in the performance of those business activities in which all persons engage.

3. develop an understanding of economic-business principles and concepts that are essential for an effective participating, contributing citizenry, and also are requisite for effective service as an efficient, informed producer in the role of employee, employer, or owner.

4. provide practical job preparatory education for efficient and effective service in office occupations as well as an understanding of careers, job opportunities, and employment requirements in the broad field of business.

Courses offered and enrollments:

| | | | |
|---|---|---|---|
| Introduction to Business | 56 | Typing | 677 |
| Business Mathematics | 142 | Shorthand | 130 |
| Bookkeeping | 237 | Business Machines | 98 |
| Business Law | 140 | Office Procedures | 44 |
| Business Economics | 93 | | |

## Driver Education

The purpose of driver education is to provide a basic foundation in driving so that the student may drive safely, economically, and efficiently. Driver education seeks to provide a varied amount of experiences to develop skills, knowledge, and attitudes necessary for effective participation in a traffic society.

Courses offered and enrollments:

| | |
|---|---|
| Driver Education | 648 |

## Foreign Language

The goals to be achieved by students through the study of a foreign language are:

to more specifically understand and use fluently, common expressions in the modern foreign language;
to speak with a pronunciation and intonation which can be understood by native speakers;
to grasp directly the meaning of simple prose; and
to have fundamental skills necessary for a broader, deeper study of the language.

Courses offered and enrollments:

| | |
|---|---|
| French | 130 |
| Spanish | 350 |
| German | 194 |

## Health & Safety

The goal of health and safety education is to provide:

1. an understanding of daily hygienic practices which facilitate a healthful life.
2. an understanding of the human body; its functions and ailments.
3. an understanding of procedures in the prevention and treatment of communicable diseases.
4. to provide an opportunity for emotional understanding as well as physical growth in the adolescent years.

Courses offered and enrollments:

| | |
|---|---|
| Health and Safety | 942 |

* Planned course addition:

Advanced Health

Language Arts

The English program highlights the areas of literature, language, and composition while emphasizing the skills of reading, writing, speaking, listening, and thinking. The program helps the student:

1. discover his potential for creativity through the language arts.
2. develop skills which produce courteous, careful, and critical listening.
3. learn to appreciate the numerous experiences and values as lasting effects offered through reading which may mirror or influence his personal life.
4. become familiar with the major works of his national literature and significant works of other cultures.
5. develop a tolerance for and a willingness to experience different ideas and attitudes.
6. broaden his awareness and understanding of the conceptual and thematic development commonly found in works of various literary periods.
7. learn to analyze and evaluate literature in an objective and discriminating way.
8. become aware of the importance of the written word as a permanent record and a practical method of reaching a large audience.
9. develop an awareness of the power of language and how it can affect and benefit him,
10. recognize and understand how to use acceptable techniques of grammar, mechanics, and construction in writing and in speaking.
11. be able to express himself clearly, interestingly, and appropriately through writing and speaking according to the given audience and purposes.
12. learn the conventions of language practiced by educated speakers and writers and how these conventions are formulated and changed.

Courses offered and enrollments:

| | | | |
|---|---|---|---|
| English | 3158 | Drama | 68 |
| Speech | 67 | Modern Literature | 60 |
| Journalism | 110 | Photojournalism | 140 |

Mathematics

The goal of the mathematics program is to develop basic skills and problem-solving techniques and increase mathematical literacy and concepts of the logical structure of mathematical systems by evidencing:

1. a reasonable proficiency in the understanding and use of the basic mathematical processes.

2. an awareness and appreciation of the development of mathematics through the ages as man has developed, and to realize its importance in our present scientific age.

3. a comprehension and understanding of the various ways in which mathematics contributes to the analysis of events that occur in the physical world.

4. an understanding and usage of the terminology and symbols of mathematics with precision and understanding so that he will be able to communicate mathematical ideas correctly and clearly to others.

5. an understanding (within his ability) of the basic concepts of logic, and acquiring habits or orderliness.

6. a mathematical literacy to cope with quantitative problems which confront him as a consumer and/or producer of products and services within his society.

7. an understanding (within his ability) of working with abstractions.

8. a sufficient preparation for further study of mathematical concepts and operations throughout life.

Courses offered and enrollments:

| | | | |
|---|---|---|---|
| Introductory Algebra | 347 | Advanced Algebra | 324 |
| Geometry | 458 | General Mathematics | 433 |
| Unified Math | 172 | Probability & Statistics | 43 |
| Calculus | 22 | Analytic Geometry | 28 |
| Intermediate Math | 85 | | |

* Planned course offering:

Computer Programming (not available due to budgetary problems and space limitations)

Instrumental & Vocal Music

The goals of the music program are:

1. to create and/or nurture a love of music in each student.

2. to instill a strong desire in each student for learning about music and for setting him on a road of musical exploration continuing beyond his school years.

Instrumental & Vocal Music (continued)

3. to build a positive self-concept in each student with regard to his own musical abilities and potential.

4. to provide each pupil with an awareness of the many ways he can use his music abilities for the benefit of himself and others.

5. to provide opportunities for skilled and unskilled performance in music in the classroom in the various musical mediums.

6. to provide programs that are the outgrowth of classroom activities.

Courses offered and enrollments:

| | | | |
|---|---|---|---|
| Mixed Chorus | 53 | Concert Choir | 104 |
| Special Groups | 51 | Band | 177 |
| Music Labs | 27 | | |

* Planned course additions:

Music Appreciation, Music Theory

Physical Education

The major goals are to acquaint and instruct the student in a wide range of lifetime sport activities so that they may use their leisure time more profitably now and in the future. Also, we can provide opportunity for students to solve problems, to work cooperatively, to participate in planning and sharing decisions; and specifically:

1. to strengthen muscles, develop resistance to fatigue, and increase cardiovascular efficiency.

2. to develop skill, grace, a sense of rhythm, and to improve reaction time.

3. to encourage students to be self-confident, self-directed, initiative, sociable, and develop a sense of belonging.

4. to encourage students to express joy, and have fun in games and sports.

Courses offered and enrollments:

| | |
|---|---|
| Boys Physical Education | 527 |
| Girls Physical Education | 495 |

Planetarium

The instructional program of the planetarium is actually carried out on three different levels--elementary, secondary, and community. At the elementary level, a series of programs designed to present the subject of astronomy in a logical sequence is available for scheduling by the classroom teachers. Each program covers just one facet of astronomy and is aimed at a particular age level. Accompanying each program is a teacher's guide which includes a list of the program's objectives, a summary of the program, suggestions for follow-up activities, and a vocabulary list. In addition, special programs designed to meet a specific teacher's special needs can also be arranged.

At the secondary level, there is no attempt to offer a sequential series of programs. Instead, programs are individually designed to meet the needs of a specific course. At this level, there is a greater effort made to provide interdisciplinary usage of the planetarium.

The planetarium program's purposes are:

1. to act as an audio-visual laboratory where astronomical concepts that are difficult to teach in an ordinary classroom may be investigated in detail.

2. to be able to reinforce and clarify astronomical concepts and theories previously introduced in the classroom.

3. to be able to generate student interest in the subject of astronomy.

4. to serve as a clearing house for current information in the field of astronomy.

Courses offered and enrollments:

| | |
|---|---|
| Cosmic Perspective | 22 |

Science

Three general educational goals dictate that the science program must (1) develop scientifically literate citizens who make wise choices about the particular environment they encounter; (2) provide the proper basic training for those with the aptitude and interest to become professionals and technicians; and (3) develop students who accept personal responsibility to continue their education throughout life.

To accomplish these goals, the following performance and behavioral objectives have been adopted as guidelines:

Science (continued)

"Students will be better able to cope with our dynamic, technological society by evidencing:

1. skills necessary to observe, record, organize, analyze, and report scientific data;

2. a rational thinking process consistent with scientific modes of inquiry to discover the laws and organization of nature;

3. scientific values, appreciation, and attitudes as the individual investigates the physical environment;

4. an ability to observe phenomena and develop hypotheses;

5. an appreciation of the contribution and potentialities of science for the improvement of humanity;

6. an awareness of the responsibility to intelligently conserve our natural and human resources."

Courses offered and enrollments:

| | | | |
|---|---|---|---|
| Biology | 878 | Advanced Biology | 116 |
| Chemistry | 307 | Advanced Chemistry | 44 |
| Integrated Science | 214 | Physiology | 89 |
| Physics | 126 | Advanced Physics | 7 |

Social Studies

The social studies departments strive to prepare each student to enter the post-high school world as an active, participating, and questioning citizen. In order to achieve this goal, the curricula are in a continued process of revision. It is the social studies departments' goal to revise their curricula to fit the changing times and to take advantage of the great expansion in knowledge, learning techniques, and learning materials which are currently being developed. Some immediate purposes of the social studies programs are to develop the citizen who will be able to:

1. search for truth through individual study and research using the special tools of the social scientist.

2. be aware that he/she lives in a constantly changing world and will be able to think through problems created by change.

3. develop moral and spiritual values consistent with the democratic way of life.

Social Studies (continued)

4. develop an understanding and sympathetic bond among people of divergent value systems in order to meet the complex problem of maintaining a world community.

Courses offered and enrollments:

| | | | |
|---|---|---|---|
| European Civilization | 74 | U. S. History | 1139 |
| Exploratory Teaching | 93 | Government | 826 |
| Economics | 743 | Sociology | 147 |
| Psychology | 229 | Community Focus | 29 |
| Ideologies of World | 17 | Contemporary Issues | 20 |
| Society & Individual | 13 | Geography | 17 |

Television

The prime goal is to serve as an active instructional tool by producing television programs that fit the needs of classroom instructors and a widely varied curriculum. The staff designs, produces, and displays television programs that meet defined and special needs of the entire school community.

In addition to the prime purpose, the following are important secondary goals: to prepare for the role of television production center for the Bartholomew Consolidated School Corporation; to generate an "awareness" in the East student body that television is the most powerful institution in America today and to prepare students to live in a society which now learns more information from non-print media; to make our facility and its programming available to the community when possible; and, to serve the vocational interests of students who want to become television broadcasters or activists.

Courses offered and enrollments:

No courses offered - all student work non-credit volunteers

Trade & Industrial Education

The goal of industrial arts is to:

1. achieve technical literacy, knowledge, understanding, appreciation, expression, skills with materials, tools, machines, ideas, and energies.

2. experience occupational orientations, explorations, discovery, observation, participation, try-out, and selection with career interest and aptitudes.

Trade & Industrial Education (continued)

3. achieve cultural literacy, knowledge, understanding, sensitivities, concerns, and appreciation of the world of material things, e.g., engineering, invention, research, production, machines, and design.

Courses offered and enrollments:

| | | | |
|---|---|---|---|
| Architectural Drawing | 7 | Electricity | 132 |
| Power Mechanics | 157 | Mechanical Drafting | 62 |
| Woods | 108 | Advanced Woods | 17 |
| Printing | 10 | Blue Print Reading | 38 |
| Machine Shop | 75 | Welding | 159 |
| Offset & Prod. Printing | 29 | Auto Service | 37 |

Vocational Agriculture

The goals of the vocational agriculture program are:

1. to develop agricultural competencies needed to engage in production agriculture and related occupations.

2. to prepare and develop an awareness of the career opportunities in agriculture.

3. to develop those abilities required for success in agricultural occupations.

4. to provide an atmosphere for effective leadership in fulfilling occupations, social and civic responsibilities.

Courses offered and enrollments:

| | | | |
|---|---|---|---|
| Horticulture | 85 | Small Animals | 64 |
| Plant Science | 29 | Forestry | 30 |
| Farm Management | 30 | Farm Construction | 17 |
| Wildlife | 72 | | |

* Planned course additions:

Farm Mechanics (not offered due to budgetary and facility limitations)

Vocational Business & Office Education

The business and office education program has goals in which:

1. given simulated office experience in a simulated office environment, the student will:

   a. make decisions on his own in problem-solving situations.

   b. demonstrate his initiative and sense of responsibility for the quality and quantity of his work.

Vocational Business & Office Education (continued)

c. develop techniques of efficient office performance.

d. develop those intangible qualities that characterize desirable employees.

2. the student will develop an awareness of employment opportunities among businesses of this community.

3. the student will become familiar with correct procedures relevant to securing initial employment.

Courses offered and enrollments:

| | |
|---|---|
| Intensive Office Lab | 61 |
| Business Coop Training | 25 |

* Planned course addition:

Data Processing (not offered due to budgetary and facility limitations)

Disadvantaged & Handicapped (Vocational)

The purpose of the PVE-PVW program is to provide opportunities for the student to gain:

1. positive social adjustment and relations.
2. effective work habits.
3. good health habits.
4. good safety habits.
5. adequate oral communication.
6. effective coordination between school and a working situation.
7. knowledge of the world of work.
8. realistic goals.
9. wise money management.
10. civic responsibility.

Courses offered and enrollments:

| | | | |
|---|---|---|---|
| Pre-Vocational Education | 45 | Pre-Vocational Work | 25 |

Distributive Education (vocational)

The purpose of the distributive education program is set forth in these objectives:

1. To offer instruction in distribution and marketing.
2. To develop an understanding of the economic and social responsibilities of those engaged in distribution in a free competitive society.
3. Enable students to learn the economics of distribution.
4. Develop basic marketing skills in human relations, communication, mathematics, and merchandising.
5. To assist students in securing entry level positions in marketing and distribution through the cooperative program.
6. To explore career opportunities in marketing and distribution.

Courses offered and enrollments:

| | | | |
|---|---|---|---|
| Marketing | 93 | Distributive Ed. Coop | 39 |

Health Occupations (Vocational)

The health occupations program has as its goals to:

1. develop skills necessary for entry-level employment in one or more health related occupations.
2. provide instruction and evaluation of those knowledges which have technical, general, or guidance implications leading to employment.
3. enhance those attitudes and values required for health related occupations.

Courses offered and enrollments:

| | | | |
|---|---|---|---|
| Health Occupations I | 30 | Health Occupations II | 21 |

Home Economics (Vocational)

The general objectives of the vocational home economics program are to:

1. provide for instruction in several areas rather than placing a major emphasis on food and clothing studies.
2. prepare students, boys as well as girls, for home life in our changing society.

Home Economics (Vocational) (continued)

3. provide for individual differences in needs, interest, and abilities of the students who are enrolled.

Courses offered and enrollments:

| | | | |
|---|---|---|---|
| Textiles & Clothing | 46 | Foods | 119 |
| Advanced Textiles & Clothing | 31 | Advanced Foods | 48 |
| Child Care | 166 | Housing | 16 |
| Child Care Workers | 124 | Family Relationships | 44 |
| Needlecraft | 171 | Individual Living | 110 |
| Family Health | 49 | | |

* Planned course addition:

Occupational Home Economics (not offered due to budgetary and facility limitations)

Vocational Trade & Industrial Education

The goal of the trade & industrial education program is to:

1. train students in trade and industrial manipulative skills which are needed for successful entrance into or for making progress in trade and industrial jobs.

2. instruct students in the related information essential to the development of manipulative skills.

3. consult with members of the various industries in our community as to the effectiveness of our training in each trade area.

4. prepare students for the building of habits of industry, initiative, resourcefulness, independence, exactness, economy, and cooperation.

Courses offered and enrollments: (3 hours per day)

| | | | |
|---|---|---|---|
| Drafting | 15 | Welding | 54 |
| Electronics | 15 | Auto Mechanics | 47 |
| Building Trades | 43 | Diesel Mechanics | 14 |
| Industrial Coop Training | 40 | Machine Shop | 24 |

* Planned course additions:

Heating & Refrigeration, Cosmotology, Auto. Body Repair (not offered due to budgetary and facility limitations)

Adult Basic Education

ABE is a program designed to help adults improve their basic educational, economic, occupational, and living skills. This program provides job information and consumer education as well as help in gaining proficiencies in reading, math, and other skills necessary to become better citizens in our community. This program also serves the needs of individuals desiring

Adult Basic Education (continued)

ESL (English as a Second Language) who have chosen to live in our community. There are approximately 20 students (52 ESL) in two classes utilizing six instructors and four para-professionals.

The ABE students are adults usually from 20 to 50 years of age who have had no schooling, or have dropped out at an early age and are now wanting to read, write, and improve themselves. Many of the ABE students are foreign-born and are pursuing the basics in English.

PURPOSES:

1. To provide instruction and materials to assist adults in developing skills in reading, mathematics, and consumer education.

2. To establish procedures to recruit and retain individuals in need of basic education.

3. To establish rapport with students regarding their goals, progress, and skills enabling the student to experience a successful life.

Enrollment: 87

Adult Vocational Program

Adult Vocational Programs are designed to meet the needs of the community where special classes are mandated by the State Department of Public Instruction or other governmental agencies utilizing the local corporation as an LEA (Local Education Agency). The majority of these courses are designed to meet the requirement of licensing or certification for some type of occupation within our community or the surrounding area. There are approximately three classes of 75 students utilizing four instructors.

The typical adult, ranging in age from 25 to 50, attending this program is employed full time and is upgrading his/her career.

Courses offered and enrollments:

| | |
|---|---|
| Pharmacology for Licensed Practical Nurses | 50 |
| Dietetic Supervisors Course | 40 |
| Nurse's Aide | 40 |

* Not offered due to facility needs:

Health Occupations, Small Appliance Repair, Small Engine Repair

## Apprentice

Apprentice programs are programs operating jointly with the school corporation and various industries within our community. These programs are designed to take an apprentice through governmental and rigid courses over a four or five year term, and issue a journeyman's card upon satisfactory completion of the academic and on-the-job training.

There are approximately 45 classes per semester, with 35 instructors, and approximately 375 students are involved in apprentice programs with various industries in our community.

The apprentice students, ages 19 to 26, are tested and usually selected to attend the classes by the industry or trade involved.

PURPOSES:

1. To establish materials and curriculum to meet the needs of the specific trades involved in the apprentice program.

2. To provide the community with the services related with the school corporation.

3. To assist the industries and others responsible for curriculum planning, evaluating, and selecting appropriate materials for the apprentices.

Courses offered for Cummins Engine Company, Arvin Industries, Golden Foundry, and local unions: (Total Enrollment: 375)

| | | |
|---|---|---|
| Electrician | Machine Repair | Heating & Refrigeration |
| Tool & Die | Drafting | Welding |
| Electronics | Plumbing | Building Trades |
| Maintenance | Manufacturing Processes | Technician |

## Day Adult High School

Day Adult High School is a diversified program providing opportunities for adults who wish to receive a high school diploma or to provide social, health, special services for the young pregnant girl, vocational programs for students in need of training, and programs designed for training, re-training and up-grading individuals to enter the job entry type of employment.

The Day Adult High School offers 25 academic and vocational classes per semester utilizing 14 instructors. The classes meet from 8:30 AM to 12:30 PM five days a week in conjunction with the regular corporation school year schedule. There are approximately 210 students ranging in age from 14 to 60 years old taking an average of four classes per student.

Day Adult High School (continued)

A licensed nursery, one of eleven within the state, is maintained for the young children while the mothers attend the Day Adult High School. The nursery, with a capacity of 24 infants, is staffed by one nurse and five aides. It is used as an educational tool for many of the students.

The Day Adult High School students range widely in age and reason for attending. One age group, 14 to 19 years old, is attending because they are required to earn the livelihood of the family and cannot attend classes all day and every day. Other students attend who find it difficult to cope with regular school due to emotional and other problems. Another age group of students 20 to 35 years of age, both male and female, are workers working the evening shift. This program provides the adult a chance to earn his diploma, or learn a skill. It is also available to all qualified veterans. There are also several students in the 35 and older age group who are pursuing an education, or upgrading their education for employment or personal satisfaction.

PURPOSES:

1. To provide the necessary academic and non-academic classes to enable the student to meet the requirements for high school completion.

2. To provide for vocational education programs during the months of pregnancy designed to prepare the young mother for initial employment and advancement in her chosen occupation.

3. To provide flexibility for part-time employment while finishing high school certificate requirements.

4. To provide for vocational training in job skills for those students who must support themselves and their families while attending school.

5. To provide for related employment information through the Cooperative Education Program to prepare the student for entry-level employment.

6. To provide for vocation-related courses pertaining to occupational and general knowledge regarding various types of employment.

7. To make available, special programs of vocational nature for students experiencing difficulty in regular school, or for those who have dropped out for this reason.

8. To assist students in making the transition from school life to the world of work by blending meaningful employment experiences with related educational courses.

Day Adult High School (continued)

Courses offered: (Total Enrollment 210)

| | |
|---|---|
| English | Basic Reading & Writing |
| U. S. History | Economics |
| Government | Health & Safety |
| Biology | Blue Print Reading |
| Industrial Math | General Mathematics |
| Algebra | Business Math |
| Typing | Shorthand |
| Business Machines | Intensive Office Lab |
| Accounting | Psychology |
| Clothing | Foods |
| Child Care | Exploring Childhood |
| Family Relations | Nurse Aide |
| Vocation Ed. Coop | |

* Not offered due to facilities needs:

Business & Office Training, Home Economics, Industrial Arts

Evening Division

The high school credit Evening Division program is designed for adults who wish to receive a high school diploma, or for adults who wish to receive training, re-training, or upgrading of vocational skills for the job market. Any person, age 16 or older, who is not enrolled in regular day school is eligible. Upon attaining the required number of credits, the student is issued a regular high school diploma.

The Evening Division consists of approximately 325 students taking an average of two classes. There are approximately 45 classes offered, utilizing 34 instructors per semester.

The Evening Division graduates students from ages 17 to 62. These students either work or are housewives/mothers during the day and find it convenient to attend evening classes. Several veterans attend the Evening Division for the purpose of obtaining a diploma, or for upgrading or training in a skill. Some of the younger students who did not meet the requirements in their regular four years of high school attendance are taking one to five courses during the evening to meet the requirements for graduation.

PURPOSES:

1. To provide the necessary academic and non-academic classes to enable the student to meet the requirements for high school completion.

2. To provide for vocational training and job skills.

3. To provide vocational training, re-training, and upgrading in job skills for employment.

Evening Division (continued)

Courses offered: (Total Enrollment: 310)

| | |
|---|---|
| Developmental Reading | Speech |
| Basic Grammar | English |
| Economics | Government |
| Social Problems | Psychology |
| U. S. History | Health & Safety |
| Typing | Shorthand |
| Business Law | Accounting |
| Business Machines | Biology |
| Chemistry Review | Physics |
| General Mathematics | Algebra |
| Industrial Math | Clothing |
| Foods | Needlecraft |
| Child Care | Ceramics |
| Art | Music Appreciation |
| TV Production | Woods |
| Blue Print Reading | Drafting |
| Architectural Drawing | Machine Shop |
| Welding | Auto Mechanics |
| Electricity-Electronics | Plastics |

* Not offered due to facilities needs:

Business & Office Education, Home Economics, Industrial Arts

GED (General Education Development)

The GED testing program is designed to enable an individual to take a battery of five tests and upon passing, to receive a high school equivalency certificate. GED preparatory classes are offered for individuals to provide them with knowledge and skills prior to taking the actual test.

There are approximately 120 students, three classes, three instructors, and one tester used in the GED program. Approximately 250 persons take the tests.

The GED students are required to be 19 years of age to be eligible to take the test. Most of the GED students are in the 20 to 50 year age group, and are pursuing the equivalency certificate because of a variety of reasons: to enter the military; to enter the labor market; to receive advancement in employment; to receive an equivalency certificate when very few or no credits have been earned and the time involved prohibits working for a regular diploma; and to receive personal satisfaction.

PURPOSES:

1. To provide for a preparatory class and conduct a testing center for our adult population.

GED (General Education Development) (continued)

2. To provide for diversified times in the offering of the GED test.

Total Enrolled 120 - Taking Test 250

Community Related Classes

Community related classes are designed to meet the needs of the institutions, governmental, and community agencies desiring to initiate classes relative to their special needs.

Courses offered and enrollments:

Driver Improvement (City) 120
Driver Improvement (State) 120

Special Interest

Classes are designed for the adult to pursue a hobby, interest, or vocational upgrading to fulfill the individual's educational needs.

There are approximately 300 students taking 15 courses utilizing 14 instructors. The special interest program attracts adults of all ages, 16 to 65, to do something they enjoy.

Courses offered: (Total Enrollment: 300)

Swimming
Auto Mechanics/Women
Interior Design
Photography
Amateur Radio
Upholstering
Gem Cutting
Driver Training
Slimnastics
Interior Decorating
Cooking
Antiques
Home Landscaping
Painting & Crafts
Cake Decorating

Summer School

PURPOSES:

1. To provide an opportunity for students to make up credit in courses required for graduation.

2. To permit students to pick up required courses early so that they may choose additional electives during the regular school day.

Summer School (continued)

Courses offered: (Total Enrollment: 175)

English Review
Economics
Driver Education
Health & Safety
Government
Typing
Physical Education

## APPENDIX B

## Current and Future Programs and Enrollments - IVTC

### ENROLLMENT TOTALS

| CURRENT PROGRAMS | FALL 73 | | FALL 74 | | FALL 75 | | FALL 76 | |
|---|---|---|---|---|---|---|---|---|
| | FT | PT | FT | PT | FT | PT | FT | PT |
| Accounting | 12 | 4 | 20 | 16 | 41 | 14 | 60 | 23 |
| Automotive Service | - | - | 8 | 3 | 34 | - | 46 | 16 |
| Commercial Art | 14 | - | 31 | 5 | 41 | 8 | 56 | 7 |
| Commercial & Industrial Photography | - | - | - | - | - | - | - | - |
| Drafting Technologies | 3 | 2 | 13 | 15 | 30 | 3 | 41 | 11 |
| Electronics Technologies | 25 | 9 | 16 | 22 | 44 | 15 | 30 | 17 |
| Practical Nursing | 122 | - | 138 | - | 137 | - | 142 | - |
| Respiratory Therapy | - | - | - | - | - | - | 8 | - |
| Secretarial Science | 15 | 11 | 10 | 21 | 33 | 26 | 43 | 24 |
| Special Courses | 7 | 44 | 1 | 54 | 6 | 32 | - | 94 |
| TOTAL HEADCOUNT | 198 | 70 | 237 | 136 | 366 | 98 | 426 | 192 |
| TOTAL FTE | 250.3 | | 306.0 | | 427.5 | | 521.2 | |

SUBMITTED FOR APPROVAL

Building Construction - Approved by ICHE and SBVTE in September 1977-Start winter quarter 1977

Computer Programming - Approved by ICHE in September 1977 - Start spring quarter 1978

Diesel Power Technology - Submitted for approval pending development of 5-year plan- Proposed to start in fall quarter 1978

Heating, Air Conditioning and Refrigeration - Submitted for approval in October-Start spring '78

Interior Design - Approved by ICHE in September 1977 - Start spring quarter 1978

Medical Assistant - Approved by ICHE and SBVTE in September 1977-Start spring quarter 1978

FUTURE

Building and Grounds Maintenance - Pending

Auto Body Technology - Will be submitted in Spring 1978 for start in Fall 1978

ENROLLMENT FORECAST BY PROGRAM (1978 - 1981)

REGION: 10-Columbus

DATE: 9-23-77

| PROGRAM | 1977 (Act) | | 1978 | | 1979 | | 1980 | | 1981 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | H/C | FTE | H/C | FTE | H/C | FTE | H/C | FTE | H/C | FTE |
| Accounting Technology | 89 | 67.9 | 98 | 67.9 | 100 | 75 | 100 | 73 | 100 | 67 |
| Secretarial-Administrative | 91 | 80.7 | 100 | 73.8 | 105 | 81.9 | 105 | 76.6 | 105 | 70.4 |
| Commercial & Industrial Photo. | 44 | 20.0 | 60 | 30 | 65 | 45.7 | 70 | 51.1 | 70 | 46.9 |
| Commercial Art Technology | 70 | 55.5 | 60 | 43.4 | 60 | 46.8 | 60 | 43.8 | 60 | 40.2 |
| Practical Nursing | 114 | 146.0 | 100 | 120 | 100 | 120 | 100 | 120 | 100 | 120 |
| Respiratory Therapy Tech. | 14 | 17.2 | 15 | 17 | 15 | 17 | 15 | 17 | 15 | 17 |
| Architectural Drafting Tech. | 65 | 44.5 | 45 | 33.2 | 45 | 35.1 | 45 | 32.9 | 45 | 30.2 |
| Automotive Service Tech. | 69 | 64.5 | 85 | 62.7 | 90 | 70.2 | 100 | 71 | 110 | 73.7 |
| Electronics Communications | 51 | 41.8 | 37 | 27.3 | 42 | 32.8 | 44 | 32.1 | 45 | 30.2 |
| Electronics Technology | 15 | 15.7 | 38 | 28 | 38 | 29.6 | 41 | 29.9 | 45 | 30.2 |
| Heating, Air Cond. & Refrig.* | 1 | .2 | 35 | 25.8 | 45 | 35.1 | 55 | 40.2 | 65 | 43.6 |
| Industrial Drafting Tech. | 17 | 19.1 | 45 | 30 | 45 | 35.1 | 50 | 36 | 55 | 36.9 |
| Pollution Treatment Tech. * | 8 | 1.6 | 10 | 2 | 10 | 2 | - | - | - | - |
| Skills Advancement | 3 | .8 | 12 | 1.6 | 15 | 2 | 20 | 2.7 | 25 | 3.3 |
| Undecided | 137 | 36.9 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | 788 | 612.3 | | | | | | | | |
| Programs approved-no enroll. | | | | | | | | | | |
| Industrial Mgmt. Tech.* | | | 20 | 4.0 | 20 | 4 | 40 | 8 | 40 | 8 |
| Secretarial-Legal | | | | | | | | | | |
| Computer Programming | | | 35 | 24.0 | 40 | 27.5 | 50 | 30.5 | 60 | 32 |
| Interior Design | | | 35 | 24.0 | 35 | 27.3 | 40 | 29.2 | 40 | 29.2 |
| Medical Laboratory Assistant | | | | | | | | | | |
| Medical Assistant | | | 30 | 30 | 30 | 30 | 35 | 25.6 | 35 | 25.6 |
| Building Construction | | | 35 | 25.8 | 48 | 31 | 60 | 48 | 70 | 46.9 |



* courses only

ENROLLMENT FORECAST BY PROGRAM (1978 - 1981)



REGION: 10-Columbus DATE:

| PROGRAM | 1977 (Act) | | 1978 | | 1979 | | 1980 | | 1981 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | H/C | FTE | H/C | FTE | H/C | FTE | H/C | FTE | H/C | FTE |
| NEW PROGRAMS | | | | | | | | | | |
| Printing | | | 15 | 11 | 15 | 11 | 15 | 11 | 15 | 11 |
| Small Business | | | 25 | 13.0 | 25 | 15 | 30 | 17 | 30 | 20.1 |
| Diesel | | | 20 | 10.7 | 30 | 20 | 60 | 42.4 | 90 | 50 |
| Culinary Arts | | | | | 10 | 5 | 15 | 11.0 | 17 | 11.4 |
| Machine Tool | | | | | | | 15 | 11 | 22 | 12 |
| Industrial Maintenance | | | | | | | 15 | 11 | 30 | 15 |
| Pollution Treatment | | | | | | | 15 | 11 | 18 | 12.1 |
| Auto Body | | | | | | | 15 | 11 | 30 | 14.1 |
| | | | 955 | 705.2 | 1028 | 799.1 | 1210 | 893 | 1337 | 897 |

ENROLLMENT FORECAST BY PROGRAM (1978 - 1981)

REGION: _____ DATE: _____

| PROGRAM | 1977 (Act) | | 1978 | | 1979 | | 1980 | | 1981 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | H/C | FTE | H/C | FTE | H/C | FTE | H/C | FTE | H/C | FTE |
| FORECAST FOR TOTAL ENROLLMENT | | | | | | | | | | |
| Fall, 1977 FT (H/C) %<br>PT (H/C) % | | | | | | | | | | |
| Projected FT %<br>PT % | | | | | | | | | | |
| Credits per FT<br>Credits per PT } ÷ 15.00 = | | | | | | | | | | |
| Factor:<br>Projected FT/PT %<br>X Credit ÷ 15.00 | | | | | | | | | | |
| FT: _____ X = _____ | | | | | | | | | | |
| PT: _____ X = _____ | | | | | | | | | | |
| Linear Regression FTE | | | | | | | | | | |
| Linear Regression H/C | | | | | | | | | | |
| H/C by Factor from FTE | | | | | | | | | | |
| FINAL FORECAST | 758 | 612.3 | 955.5 | 705.2 | 1028.8 | 799.1 | 1210 | 893.0 | 1337.4 | 897 |

REGION 10
Agency Name

Agency Number

SECTION VI - PROFESSIONAL PERSONNEL (cont.)

1977-78

Identify the number of staff needed for your planned vocational program

INSTRUCTIONAL STAFF

| General Area of Instruction | Total Program FT | Total Program (FTE)* PT | New Program FT | New Program (FTE)* PT | Replacement staff for existing Programs FT | Replacement staff for existing Programs (FTE)* PT |
|---|---|---|---|---|---|---|
| ~~Agriculture~~ | | | | | | |
| Business | 4 | 4 | | | | |
| Health | 13 | 1 | | | | |
| ~~Distributive/Marketing~~ | | | | | | |
| Trade & Technical | 9 | 4 | 1 | | | |
| ~~Occupational Homemaking~~ ~~Consumer & Homemaking~~ | | | | | | |
| GRAPHICS + MEDIA | 5 | 2 | 1 | | | |
| LRC | 1 | 1 | | | | |
| GENERAL STUDIES | 2 | 2 | | | | |
| Total | 34 | 14 | | | | |

SUPPORT STAFF - All clerical, service + technical

| TOTAL | NEW | REPLACEMENT |
|---|---|---|
| 25 | | |

ADMINISTRATIVE STAFF

| TOTAL | NEW | REPLACEMENT |
|---|---|---|
| 6 | | |

Staff Development Coordinator's Name and Vocational Teaching Position

*(FTE - 1 part-time FTE equals 15 credit hours of instruction)

Region 10 - New Programs

| Program | Year | Enrollment | Equipment Cos |
|---|---|---|---|
| Diesel Power | Fall 78 | 20 | 750,000 |
| Small Business | Fall 78 | 25 | 5,000 |
| Printing | Fall 78 | 15 | 200,000 |
| Culinary Arts (Bloomington) | Fall 79 | 10 | 75,000 |
| Machine Tool | Fall 80 | 15 | 300,000 |
| Industrial Maintenance | Fall 80 | 15 | 75,000 |
| Pollution Treatment | Fall 80 | 15 | 25,000 |
| Auto Body (Bloomington) | Fall 80 | 15 | 50,000 |

# ACCOUNTING

## CAREERS IN ACCOUNTING

Accounting is a means of expressing in financial terms the results of the operations which take place in business, government, and other organizations. Accountants must effectively measure and communicate data reflecting the efficiency level of human, financial, and material resource utilization.

The accounting office activity is generally performed in the financial division of businesses and organizations. Demand for accounting workers is particularly strong in banks, insurance companies, manufacturing firms, government offices, and professional service organizations. Entry level positions in the accounting field include junior accountant, junior auditor, cost accounting clerk, bookkeeper, junior executive trainee, and many others. After gaining experience and additional training, advancement to accounting supervisor, senior accountant, senior auditor or private practice is possible.

## IVY TECH'S ACCOUNTING PROGRAM

The Accounting program provides instruction for employment or upgrading skills. The college offers a variety of courses and it is possible that only one course will meet a student's educational objectives. If not, different combinations of these courses will lead to an Occupational Certificate, Technical Certificate or Associate in Applied Science degree.

The program includes courses in the following areas: accounting principles, cost accounting, tax accounting, business law, communications and office calculating machines. The courses are presented in various formats such as group or individual instruction and laboratory practice. The program may also provide for on-the-job training through which the student gains actual work experience.

## DEGREE OPTIONS IN ACCOUNTING

The Accounting program offers three degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 45 credit hours
Associate in Applied Science: a minimum of 94 credit hours

Ivy Tech's Accounting program includes the following courses:

# COMPUTER PROGRAMMING

## CAREERS IN COMPUTER PROGRAMMING

Computer programming personnel prepare data in the form necessary for processing, operate computer consoles and related equipment, design or adapt programs, and analyze and interpret the machine's output. Data processing takes place in nearly all facets of business, industry and government.

Demand for computer programmers is particularly high in areas such as banking, insurance, hospitals, manufacturing and distributing firms, and transportation organizations and government. Entry level positions include programmer, data processing control clerk, computer operator and many others. Advancement to systems analyst or administrative positions is possible after further training and experience.

## IVY TECH'S COMPUTER PROGRAMMING PROGRAM

The Computer Programming curriculum provides an integrated study of the theory and practice of data processing for business, industry, and other institutional use. The college offers a variety of courses and it is possible that only one course will meet a student's educational objective. If not, different combinations of these courses will lead to an Occupational Certificate, Technical Certificate, or Associate in Applied Science degree.

The curriculum includes courses in the following areas: cobol programming, business principles, communications, computer operations, problem solving, systems analysis and design, accounting, and statistics. The courses are presented in various formats such as group or individual instruction, and laboratory practice. The curriculum may also provide for a field study.

## DEGREE OPTIONS IN COMPUTER PROGRAMMING

This program offers three degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 45 credit hours
Associate in Applied Science: a minimum of 103 credit hours

Ivy Tech's Computer Programming curriculum includes the following courses:

# ADMINISTRATIVE SECRETARY

## CAREERS AS AN ADMINISTRATIVE SECRETARY

The administrative secretary usually handles all secretarial duties other than routine dictation and typing. The duties for an administrative secretary range from filing, routing mail, and answering telephones to more responsible jobs such as answering letters, doing statistical research, and writing reports.

Demand for administrative secretaries is particularly high in banks, insurance companies, real estate firms, government agencies, and other establishments providing services to the public. Entry level employment opportunities exist in almost every facet of business, industry, government, and public or private non-profit agencies.

## IVY TECH'S ADMINISTRATIVE SECRETARY PROGRAM

The Administrative Secretary program provides instruction for initial employment or upgrading skills. The college offers a variety of courses and it is possible that only one course will meet a student's educational objective. If not, different combinations of these courses will lead to an Occupational Certificate, Technical Certificate, or Associate in Applied Science degree.

The program includes courses in the following areas: typewriting, shorthand, communications, office procedures, office calculating machines, business law, accounting, psychology, and human relations. The courses are presented in various formats such as group or individual instruction and laboratory practice. The program may also provide for a field project.

## DEGREE OPTIONS IN ADMINISTRATIVE SECRETARY

The Administrative Secretary program offers three degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 45 credit hours
Associate in Applied Science: a minimum of 62 credit hours

Ivy Tech's Administrative Secretary program includes the following courses:

# LEGAL SECRETARY

## CAREERS IN LEGAL SECRETARY

A legal secretary usually performs legal research and aids the lawyer in preparing briefs.

Demand for legal secretaries is expected to increase for the next few years. Entry level positions such as professional legal secretary or legal assistant exist in lawyer's offices, legal departments in business, industry, or government, and in various other legal organizations. Advancement to legal administrator is possible after gaining additional training and experience.

## IVY TECH'S LEGAL SECRETARY PROGRAM

The Legal Secretary program is designed to provide instruction for employment or upgrading skills. The college offers a variety of courses and it is possible that only one course will meet a student's educational objective. If not, different combinations of these courses will lead to an Occupational Certificate or Technical Certificate.

The program includes courses in the following areas: legal terminology, bookkeeping, business law, legal communications, shorthand, personal development and typewriting. The courses are presented in various formats such as group or individual instruction and laboratory practice. The program may also provide for a field project.

## DEGREE OPTIONS IN LEGAL SECRETARY

The Legal Secretary program offers two certificate options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 0 credit hours

Ivy Tech's Legal Secretary program includes the following courses:

# COMMERCIAL ART

## CAREERS IN COMMERCIAL ART

Commercial artists perform many tasks involving the use of art media to create illustrations, graphic designs, advertising layouts, fashion drawings, product drawings, and display and package designs for the advertising field. The production artist's task is to prepare art for printing and photographic reproduction.

Demand for qualified commercial artists is very favorable. The demand is for above-average students possessing both the discipline and creativity of the artist. Entry level positions exist in advertising agencies, art studios, and art departments in printing firms, publishing firms, and educational and service organizations. There also is an opportunity for self-employed, free-lance artists.

## IVY TECH'S COMMERCIAL ART PROGRAM

The Commercial Art program provides instruction for initial employment or upgrading skills. Prior art training or experience is helpful, but not necessary, as long as the student displays artistic ability. The college offers a variety of courses and it is possible that only one course will meet a student's education objective. If not, different combinations of these courses will lead to an Occupational Certificate, Technical Certificate, or Associate in Applied Science degree.

The program includes courses in the following areas: drawing, composition and design, illustration media and techniques, visual arts, communications, typography, photography, darkroom processes, copywriting, layout, keylining, life drawing, airbrush retouching, storyboard techniques, and portfolio preparation. The courses are presented in various formats such as group or individual instruction and laboratory practice. The program may also provide for a field project.

## DEGREE OPTIONS IN COMMERCIAL ART

The Commercial Art program offers three degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 45 credit hours
Associate in Applied Science: a minimum of 130 credit hours

Ivy Tech's Commercial Art program includes the following courses:

# COMMERCIAL AND INDUSTRIAL PHOTOGRAPHY

## CAREERS IN COMMERCIAL AND INDUSTRIAL PHOTOGRAPHY

Commercial photographers generally take pictures to advertise consumer products or services such as clothing, furniture, automobiles, or food. The work of industrial photographers is generally used in company or industrial publications or to advertise company products or services.

Business and industry will offer good job opportunities for photographers as greater importance is placed on visual aids for use in meetings, sales campaigns, promotion, and publications. Entry level photography positions exist in commercial studios, newspaper and magazine publications, government agencies, photographic equipment suppliers and dealers, self employment, and many industrial firms.

## IVY TECH'S COMMERCIAL AND INDUSTRIAL PHOTOGRAPHY PROGRAM

The Commercial and Industrial Photography program emphasizes technical skills, from the camera to the darkroom. The program provides instruction for initial employment or upgrading skills. The college offers a variety of courses and it is possible that only one course will meet a student's educational objective. If not, different combinations of these courses will lead to an Occupational Certificate, Technical Certificate, or Associate in Applied Science degree.

The program includes courses in the following areas: photography basics, photo materials, lighting and set up techniques, darkroom techniques, product photography, retouching, composition and design, volume film and print production, color and black and white processes, and specialized commerical photography. The courses are presented in various formats such as group or individual instruction and laboratory practice. The program may also provide for a field project.

## DEGREE OPTIONS IN COMMERCIAL AND INDUSTRIAL PHOTOGRAPHY

The Commercial and Industrial Photography program offers three degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 45 credit hours
Associate in Applied Science: a minimum of 113 credit hours

Ivy Tech's Commercial and Industrial Photography program includes the following courses:

# INTERIOR DESIGN

## CAREERS IN INTERIOR DESIGN

Interior designers plan the arrangement of interior space and coordinate the selection of furniture, draperies, floor coverings, and interior accessories. The creative work of interior designers is being used more and more by a variety of firms and businesses.

The competition for beginning jobs in this field is expected to be keen through the mid-1980's. Interior designing requires imagination, talent, training, and business ability. Entry level jobs include interior design assistant or trainee with interior decoration firms, sales consultant for furniture stores and home furnishing departments, buyer-trainee for home furnishing departments, painting and decorating advisor, or self employment.

## IVY TECH'S INTERIOR DESIGN PROGRAM

The Interior Design program provides instruction for initial employment or skill upgrading. The college offers a variety of courses and it is possible that only one course will meet a student's educational objective. If not, different combinations of these courses will lead to an Occupational Certificate, Technical Certificate, or Associate in Applied Science degree.

The program includes courses from the following areas: composition and design, color theory, art history, structural design, interior design, textiles, communications, and human relations. The courses are presented in various formats such as group or individual instruction, and laboratory practice.

## DEGREE OPTIONS IN INTERIOR DESIGN

The Interior Design program offers three degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 45 credit hours
Associate in Applied Sciences: a minimum of 96 credit hours

Ivy Tech's Interior Design program includes the following courses:

# MEDICAL ASSISTANT

## CAREERS IN MEDICAL ASSISTING

The medical assistant helps the physician examine and treat patients and performs the administrative tasks to keep an office running smoothly. The duties of a medical assistant include preparing patients for physical examination, cleaning and sterilizing equipment and maintaining supplies, collecting specimens, performing simple laboratory tests, and carrying out the business office activities of the doctor.

Employment opportunities for well trained medical assistants are expected to be excellent over the next few years. Entry level positions exist in physicians' offices, medical clinics, hospitals, nursing homes, health insurance industry, and other health care agencies.

## IVY TECH'S MEDICAL ASSISTANT PROGRAM

The Medical Assistant Program provides instruction for initial employment. Students who successfully complete 46 credits in certain prescribed courses may receive a Technical Certificate as a Medical Assistant, Grade I. After successfully completion of the program, students are awarded an Associate in Applied Science degree and a title of Medical Assistant, Grade II. All graduates of AAMA/AMA accredited programs are eligible for and expected to take the certification examination offered by the American Association of Medical Assistants. Successful completion of this examination entitles the graduate to use the letters CMA after his/her name signifying the graduate is a Certified Medical Assistant.

## DEGREE OPTIONS IN MEDICAL ASSISTANT

The Medical Assistant program offers two degree options:

Technical Certificate: a minimum of 46 credit hours
Associate in Applied Science: a minimum of 94 credit hours

Ivy Tech's Medical Assistant program includes the following courses:

# PRACTICAL NURSING

## CAREERS IN PRACTICAL NURSING

Practical nurses help care for the physically or mentally ill and infirmed. Under the direction of physicians and registered nurses, they provide nursing care that requires technical knowledge but not the training necessary for a registered nurse. A practical nurse performs such duties as bedside care, taking and recording temperatures and blood pressures, changing dressings, administering certain prescribed medicines, bathing patients, and assisting in other ways.

The employment outlook for practical nurses is expected to be very good during the next few years. Entry level career opportunities exist in hospitals, nursing homes, clinics, doctors' offices, sanitariums, and other long term facilities. Other possible opportunities are in public health agencies, welfare and religious organizations, educational institutions, or self employment.

## IVY TECH'S PRACTICAL NURSING PROGRAM

The Practical Nursing program provides instruction for initial employment in the nursing field. The program meets the requirements of the Indiana State Board of Nurses' Registration and Education and prepares candidates for the examination required for licensure as a practical nurse in Indiana. Graduates of the one-year program are awarded a Technical Certificate.

The program includes courses in the following areas: nursing techniques and care, medical-surgical nursing, nutrition, personal and community health, maternal and child health, personal relations and clinical experience. The courses are presented in various formats such as group or individual instruction, laboratory practice, and clinical experience.

## DEGREE OPTIONS IN PRACTICAL NURSING

The Practical Nursing program offers one degree option:

Technical Certificate: a minimum of 68 credit hours

Ivy Tech's Practical Nursing program includes the following courses:

# RESPIRATORY THERAPY TECHNICIAN

## CAREERS AS A RESPIRATORY THERAPY TECHNICIAN

Respiratory therapy workers, sometimes called inhalation therapy workers, treat patients with cardiorespiratory problems. Their duties involve the therapeutic use of medical gases, air and oxygen administering apparatus, environmental control systems, humidification and aerosols, drugs and medications, ventilatory control, postural drainage, chest physio-therapy and breathing exercises, respiratory rehabiliation, assistance with cardio-pulmonary resuscitation, and the maintenance of natural, artificial and mechanical airways.

Employment opportunities for respiratory therapy workers are expected to be good during the next few years. Entry level positions exist in hospitals, physicians' offices, and clinics, oxygen equipment rental companies, ambulance services, nursing homes and universities.

## IVY TECH'S RESPIRATORY THERAPY TECHNICIAN PROGRAM

The Respiratory Therapy Technician program provides instruction for initial employment. The successful completion of this one-year program leads to a Technical Certificate awarded by the College.

The program includes courses in the following areas: anatomy and physiology, respiratory therapy science, nursing techniques, cardiopulmonary physiology, clinical medicine, and clinical experience. Clinical experience is provided in cooperating hospitals and clinics under the supervision of a physician and respiratory therapist. The courses are presented in various formats such as group or individual instruction, laboratory practice, and clinical experience.

## DEGREE OPTIONS IN RESPIRATORY THERAPY

The Respiratory Therapy program offers one degree option:

Technical Certificate: a minimum of 65 credit hours.

The Respiratory Therapy Technician program includes the following courses:

# AUTOMOTIVE SERVICE

## CAREERS IN AUTOMOTIVE SERVICE

The automotive service mechanic performs preventative maintenance, diagnoses breakdowns, and repairs on automobiles or other motor vehicles. As a result of society's great transportation needs and because today's cars are highly complex, automobiles need regular servicing.

Job opportunities for automotive service personnel are expected to be plentiful in the years ahead. Entry level positions exist in automobile dealers, automobile repair shops, gasoline service stations, government, taxi cab and automobile leasing companies, or self-employment.

## IVY TECH'S AUTOMOTIVE SERVICE PROGRAM

The Automotive Service program provides in truction for initial employment or skill upgrading. The college offers a ariety of courses and it is possible that only one course will meet a tudent's educational objective. If not, different combinations of these courses will lead to an Occupational Certificate, Technical Certificate, or Associate in Applied Science degree.

The program includes courses in the following general areas: chassis and suspension, front end alignment, braking systems, electricity, electronic ignition, fuel and carburetion, tune-up, starting and charging systems, engine theory and design, overhaul, transmissions, rear axle, air conditioning, and engine tools and equipment. The courses are presented in various formats such as group or individual instruction and laboratory practice. The program may also provide for a field study.

## DEGREE OPTIONS IN AUTOMOTIVE SERVICE

The Automotive Service program offers three degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 45 credit hours
Associate in Applied Science: a minimum of 111 credit hours

Ivy Tech's Automotive Service program includes the following courses:

# BUILDING CONSTRUCTION

## CAREERS IN BUILDING CONSTRUCTION

Workers in the building construction occupations build, repair and modernize homes and other buildings, highways, airports, and other structures. Construction workers represent the largest group of skilled workers in the nation's labor force.

Demand for construction workers is expected to increase steadily over the next few years, but this will be largely affected by the nation's economy. Entry level positions exist with contractors, concrete companies, lumber yards, architects, engineers, government, or manufacturing companies.

## IVY TECH'S BUILDING CONSTRUCTION PROGRAM

The Building Construction program provides instruction for initial employment or skill upgrading. The college offers a variety of courses and it is possible that only one course will meet a student's educational objective. If not, different combinations of these courses will lead to an Occupational Certificate, Technical Certificate, or Associate in Applied Science degree.

The program includes courses in the following areas: wood, concrete and masonry construction, tools and woodworking equipment, house framing, use of steel square, millwork, stair building, sash and door hanging, flooring and roof flashing, basic plumbing, heating and electrical wiring, blueprint reading, architectural drawing, surveying, and estimating. The courses are presented in various formats such as group or individual instruction and laboratory practice. The program may also provide for a field study.

## DEGREE OPTIONS IN BUILDING CONSTRUCTION

The Building Construction program offers three degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 45 credit hours
Associate in Applied Science: a minimum of 109 credit hours

Ivy Tech's Building Construction program includes the following courses:

# DIESEL POWER

## CAREERS IN DIESEL POWER

The diesel mechanic diagnoses and corrects mechanical faults in diesel powered vehicles and equipment. The use of diesel power on both stationary and mobile equipment has made great progress due to the economy of operation and comparatively low maintenance costs.

Employment of diesel mechanics is expected to increase rapidly over the upcoming years. Most diesel mechanics must gain actual experience as a trainee mechanic before specializing or advancing to a skilled mechanic position. Entry level positions exist with diesel engine distributors, dealers or manufacturers, farm and construction equipment service firms, government, and independent repair shops.

## IVY TECH'S DIESEL POWER PROGRAM

The Diesel Power Program provides instruction for initial employment or upgrading skills. The college offers a variety of courses and it is possible that only one course will meet a student's educational objective. If not, different combinations of these courses will lead to an Occupational Certificate or Technical Certificate.

The program includes courses in the following areas: diesel engines, diesel electrical systems, diesel pump and fuel systems, manual transmission overhaul, heavy duty brakes, auto brakes, and basic electricity. The courses are presented in various formats such as group or individual instruction and laboratory practice. The program may also provide for a field study.

## DEGREE OPTIONS IN DIESEL POWER

The Diesel Power program offers two degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 78 credit hours

Ivy Tech's Diesel Power program includes the following courses:

# ARCHITECTURAL DRAFTING

## CAREERS IN ARCHITECTURAL DRAFTING

Architectural drafting is a career in performing many of the planning tasks necessary to communicate the architect's designs to the builder. Typically the architect's communication involves the translation of ideas into graphic form.

As business and industry continues to grow, the demand for well trained technicians in architectural drafting increases. Entry level opportunities include the operation of an architect's office, use of building codes, materials of construction, contract documents, estimating, and field observation. In this career field, a student can expect to be employed by architects, structural and mechanical-electrical systems engineers, contractors, sub-contractors, and building equipment and materials suppliers.

## IVY TECH'S ARCHITECTURAL DRAFTING PROGRAM

The Architectural Drafting program provides instruction to develop the attitude, skills and knowledge necessary for a career in building construction drafting and detailing. The college offers a variety of courses and it is possible that only one course will meet a student's educational objective. If not, different combinations of these courses will lead to an Occupational Certificate, Technical Certificate, or Associate in Applied Science degree.

The program includes courses in the following areas: drafting, residential construction materials, commercial construction materials, geometry, technical math, production drawing, light, medium and heavy construction drafting, mechanical and electrical equipment, and estimating. The courses are presented in various formats such as group or individual instruction and laboratory practice. The program may also provide for a field study.

## DEGREE OPTIONS IN ARCHITECTURAL DRAFTING

The Architectural Drafting program offers three degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 45 credit hours
Associate in Applied Science: a minimum of 104 credit hours

Ivy Tech's Architectural Drafting program includes the following courses:

# INDUSTRIAL DRAFTING

## CAREERS IN INDUSTRIAL DRAFTING

With today's modern technology and complex mass production methods, the creation of a new product or improvement of an existing product is a highly involved science. The industrial draftsman plays a major role in this process.

Industry is constantly watching for new technicians with the training and ideas to help bring products to market, or help improve the necessary manufacturing processes. In large industries, people with industrial drafting skills are needed in liaison work to correlate the efforts of the design engineer, customer representative and manufacturing plant. The positions can range from an entry level detailer on the drawing board to a designer engineer with additional experience and training.

## IVY TECH'S INDUSTRIAL DRAFTING PROGRAM

The Industrial Drafting program provides instruction for initial employment or upgrading skills. The college offers a variety of courses and it is possible that only one course will meet a student's educational objective. If not, different combinations of these courses will lead to an Occupational Certificate, Technical Certificate or Associate in Applied Science degree.

The program includes courses in the following areas: drafting, machine tool, industrial processes and systems, production drawing, product drafting, trigonometry, geometry, tool drafting, die drafting, product design drafting, mechanisms and machines, gear and cam design drafting, metallurgy, and estimating. The courses are presented in various formats such as group or individual instruction and laboratory practice. The program may also provide for a field study.

## DEGREE OPTIONS IN INDUSTRIAL DRAFTING

The Industrial Drafting program offers three degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 45 credit hours
Associate in Applied Science: a minimum of 107 credit hours

Ivy Tech's Industrial Drafting program includes the following courses:

COMMUNICATIONS ELECTRONICS

## CAREERS IN ELECTRONICS COMMUNICATIONS

Electronics communications is a field in which skilled technicians operate, maintain, research and construct communications equipment. The field includes television, radio, radar, sonar, computers, spacecraft guidance, and control instruments. Communications technicians work with engineers and scientists on complex technical work.

Employment opportunities in this field are expected to continue increasing. In most states, a state license examination must be passed before an individual can pursue a career in electronics. Once this requirement is met, entry level positions exist in most industries' maintenance divisions, electronics service firms, utilities companies, communications firms, or government. Rapid advancement or self-employment is possible after gaining experience and further training.

## IVY TECH'S ELECTRONICS COMMUNICATIONS PROGRAM

The Electronics Communications program provides instruction for the state license examination and initial employment or upgrading skills. The college offers a variety of courses and it is possible that only one course will meet a student's educatioanl objective. If not, different combinations of these courses will lead the student to an Occupational Certificate, Technical Certificate or Associate in Applied Science degree. This program may also provide an optional course for those students who wish to specialize in radio and television servicing instead of general communication electronics.

The program includes courses in the following areas: AC-DC fundamentals, testing equipment, troubleshooting, active devices, electronic circuits, semi-conductors, integrated circuits, AM-FM radio, monochrome and color television, television troubleshooting, and digital principles and applications. The courses are presented in various formats such as group or individual instruction and laboratory practice. The program may also provide for a field study practice.

## DEGREE OPTIONS IN ELECTRONICS COMMUNICATIONS

The Electronics Communications program offers three degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 45 credit hours
Associate in Applied Science: a minimum of 105-123 credit hours

Ivy Tech's Electronics Communications program includes the following courses:

# ELECTRONICS

## CAREERS IN ELECTRONICS

The electronics technician assists the engineer and, in most cases, holds a position between the engineer and skilled craftsman. This technician is skilled in troubleshooting electronic equipment, performing operations and calculations, testing and reporting.

Job opportunities for people who are well-trained in this field are expected to increase as our society continues to industrialize. Entry level positions such as engineering aide, repair technician, inspector, assembler, sales representatives, and many others can be found with electronics manufacturers, distributors, retailers, electronics service firms, government, or other electronics related firms.

## IVY TECH'S ELECTRONICS PROGRAM

The Electronics Technology program provides instruction for initial employment or upgrading skills. The college offers a variety of courses and it is possible that only one course will meet a student's educational objective. If not, different combinations of these courses will lead to an Occupational Certificate, Technical Certificate, or Associate in Applied Science degree.

The program includes courses in the following areas: AC-DC fundamentals, test equipment, troubleshooting, active devices, electronics circuits, integrated circuits, rotating machines, circuit analysis, industrial electronics, industrial controls, digital principles and applications, and electro-mechanical controls The courses are presented in various formats such as group or individual instruction and laboratory practice. The program may also provide for a field study project.

## DEGREE OPTIONS IN ELECTRONICS

The Electronics Technology program offers three degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 45 credit hours
Associate in Applied Science: a minimum of 105 credit hours

Ivy Tech's Electronics Technology program includes the following courses:

# HEATING, AIR CONDITIONING, AND REFRIGERATION

## CAREERS IN HEATING, AIR CONDITIONING AND REFRIGERATION

Heating, air conditioning and refrigeration mechanics work on the equipment which cools and heats homes, offices, schools, and other buildings. They also work on refrigeration equipment.

Employment opportunities for heating, air conditioning and refrigeration mechanics are expected to increase rapidly over the next few years. Skilled workers in this field can be in positions such as heating, air conditioning and refrigeration mechanic, furnace installer, oil burner mechanic, gas burner mechanic, or sales representative. Entry level positions exist in office buildings, factories, restaurants, theaters, hospitals, government agencies or self-employment.

## IVY TECH'S HEATING, AIR CONDITIONING AND REFRIGERATION PROGRAM

The Heating, Air Conditioning and Refrigeration program provides instruction for initial employment or upgrading skills. The college offers a variety of courses and it is possible that only one course will meet a student's educational objective. If not, different combinations of these courses will lead to an Occupational Certificate, Technical Certificate or Associate in Applied Science degree.

The program includes courses in the following areas: heating, air conditioning, refrigeration, electricity, mechanics, gas and oil heating service, electrical cooling service, electric and hydronic heating service, mechanical cooling service, heat pump service, electric motors and controls, duct fabrication and installation, blueprint reading, commercial refrigeration, psychrometrics, air distribution, movement and ventilation design, control systems, and equipment sales. The courses are presented in various formats such as group or individual instruction and laboratory practice.

## DEGREE OPTIONS IN HEATING, AIR CONDITIONING AND REFRIGERATION

The Heating, Air Conditioning and Refrigeration program offers three degree options:

Occupational Certificate: a minimum of 15 credit hours
Technical Certificate: a minimum of 45 credit hours
Associate in Applied Science: a minimum of 113 credit hours

Ivy Tech's Heating, Air Conditioning and Refrigeration program includes the following courses:

## APPENDIX C

### Current Course Offerings - IUPUI-Columbus

Authorized Course Offerings at Columbus Campus

| SCHOOL | DEPARTMENT | NUMBER | TITLE |
|---|---|---|---|
| Science | Agricultural Economics | 100 | Introduction to Agricultural Business and Economics |
| Liberal Arts | Anthropology | A103 | General Anthropology I |
| Liberal Arts | Anthropology | A104 | General Anthropology II |
| Liberal Arts | Anthropology | A303 | Survey of Anthropology I: Prehistory and Races |
| Liberal Arts | Anthropology | A304 | Survey of Anthropology II: Culture, Language and Personality |
| Science | Astronomy | A100 | The Solar System |
| Science | Astronomy | A105 | Stellar Astronomy |
| Science | Biology | 103 | Principles of Biology |
| Science | Biology | 104 | Principles of Biology |
| Science | Biology | 108 | Introduction to Botany |
| Science | Biology | 109 | Introduction to Zoology |
| Science | Biology | A210 | Human Anatomy |
| Science | Biology | L111 | Contempory Biology |
| Science | Biology | L359 | Heredity, Evolution and Society |
| Science | Biology | Z103 | Animal Biology |
| Business | Acounting | A201 | Intro to Management Accounting I |
| Business | Accounting | A202 | Intro to Management Accounting II |
| Business | Business | A221 | Intermediate Accounting |
| Business | Business | A322 | Advanced Financial Accounting |
| Business | Business | A325 | Cost Accounting |
| Business | Business | A328 | Income Tax |
| Business | Business | D420 | International Business Admin. |
| Business | Finance | F260 | Personal Finance & Investments |
| Business | Finance | F301 | Financial Management |
| Business | Finance | F302 | Financial Decision-Making |
| Business | Finance | F420 | Investment |
| Business | Business Econ. & Public Policy | G404 | Business and Society |
| Business | Quantative Methods | K201 | The Computer in Business |
| Business | Business Law | L201 | Legal Environment of Business |
| Business | Marketing | M301 | Intro to Marketing Management |
| Business | Marketing | M303 | Marketing Decision-Making |
| Business | Marketing | M402 | Marketing Systems |
| Business | Business | N300 | Principles of Risk Management |
| Business | Production Mgt. & Industrial Engr. | P301 | Operations Management |
| Business | Management & Administration | W100 | Business Administration: Introduction |
| Business | Management & Administration | W301 | Simulation of Business Enterprise |
| Business | Management & Administration | J401 | Administrative Policy |
| Business | Business | X410 | Personal Adjustment to Business |
| Business | Personnel & Organ. Behavior | Z301 | Organizational Behavior and Leadership |
| Science | Chemistry | C101 | Elementary Chemistry I |
| Science | Chemistry | C102 | Elementary Chemistry II |
| Science | Chemistry | C105 | Principles of Chemistry I |
| Science | Chemistry | C106 | Quantative Chemistry |

| SCHOOL | DEPARTMENT | NUMBER | TITLE |
|---|---|---|---|
| Public & Environmental Aff. | Criminal Justice | J322 | Introduction to Criminalistics |
| Public & Environmental Aff. | Criminal Justice | J330 | Trends in Correction |
| Liberal Arts | Economics | E201 | Principles of Economics I |
| Liberal Arts | Economics | E202 | Principles of Economics II |
| Liberal Arts | Economics | E321 | Theory of Prices & Markets (Microeconomics) |
| Liberal Arts | Economics | E325 | Comparative Economics Systems |
| Liberal Arts | Economics | E350 | Money and Banking |
| Liberal Arts | Economics | E370 | Economic Statistics |
| Education | Education | A500 | School Administration |
| Education | Education | A508 | School Law and the Teacher |
| Education | Education | A510 | School-Community Relations |
| Education | Education | E325 | Soc. Studies in the Elem. School |
| Education | Education | E339 | Methods of Teach. Lang.Arts & Reading I |
| Education | Education | E516 | Workshop in Elem. Science |
| Education | Education | E518 | Education Three Music |
| Education | Education | E518 | Developing Simulation Games |
| Education | Education | E518 | Developing Individualized Material |
| Education | Education | E518 | Transition to the Open Classroom |
| Education | Education | E518 | Career Education |
| Education | Education | E518 | Non Verbal Communications |
| Education | Education | E523 | Workshop in Elem. Modern Math |
| Education | Education | E535 | Elem. School Curriculum |
| Education | Education | E543 | Adv.Study in Teach.Math in Elem.Schs. |
| Education | Education | E545 | Adv.Study in Teach.Reading in Elem. |
| Education | Education | E547 | Adv.Study in Teach.Social Studies in in Elem. Schools |
| Education | Education | E548 | Adv.Study in Teach.Science in Elem.Schs. |
| Education | Education | E549 | Adv.Study in Teach Language Arts in Elem. Schools |
| Education | Education | E590/ S590 | Research in Elem. Education Research in Secondary Education |
| Education | Education | F100 | Introduction to Teaching |
| Education | Education | F200 | Examining Self as Teacher |
| Education | Education | G541 | Intro. to Guidance and Counseling |
| Education | Education | G543 | Occupational Information |
| Education | Education | H504 | History of American Education |
| Education | Education | H520 | Ed. and Social Issues |
| Education | Education | H530 | Philosophy of Education |
| Education | Education | H540 | Education Sociology |
| Education | Education | K500 | Decision-Making Strategies for the Classroom Teacher |
| Education | Education | K585 | Ed. & Psychology of the Gifted |
| Education | Education | M333 | Art Experiences for Elem. Teachers |
| Education | Education | P503 | Introduction to Research |
| Education | Education | P507 | Testing in the Classroom |
| Education | Education | P280 | Human Development & Learning |
| Education | Education | P501 | Statistical Method Applied to Ed. |
| Education | Education | P510 | Psychology of Teaching |
| Education | Education | P515 | Behavior & Develop. of the Elem.Child |
| Education | Education | P516 | Adolescent Behavior & Development |
| Education | Education | P570 | Behavior Problems in Public Schools |
| Education | Education | R523 | Utilization of A.V. Materials |

| SCHOOL | DEPARTMENT | NUMBER | TITLE |
|---|---|---|---|
| Education | Education | R543 | Preparation of Inexpensive Instructional Materials |
| Education | Education | R553 | Intro. to Diffusion & Adoption of Educ. Innovations |
| Education | Education | R558 | Utilization of Instructional Television |
| Education | Education | S503 | Secondary School Curriculum |
| Education | Education | S505 | Jr. High and Middle School |
| Education | Education | S506 | Student Activities in the Secondary Sch. |
| Education | Education | S507 | The Teacher and Secondary School Organ. |
| Education | Education | S516 | Adv. Study in Teaching Secondary English and Language Arts |
| Education | Education | S517 | Adv. Study in Teaching Secondary Math |
| Education | Education | S519 | Adv. Study in Teaching Secondary Social Studies |
| Education | Education | S530 | Jr. High and Middle School Curriculum |
| Education | Education | X504 | Diagnosis of Reading Difficulties in the Classroom |
| Education | Education | X525 | Practicum in Reading |
| Education | Education | Z533 | Arts and Crafts for Elem. Teachers |
| Engineering & Tech. | Electrical Engr. Tech. | 102 | Electrical Circuits I |
| Engineering & Tech. | Electrical Engr. Tech. | 216 | Electrical Machines and Controls |
| Engineering & Tech. | Manufacturing Tech. | 110 | Drafting Fundamentals |
| Liberal Arts | English | 185 | Developmental (Speed) Reading |
| Liberal Arts | English | 421 | Business Writing: Engineering Applications |
| Liberal Arts | English | G206 | Intro to Grammar |
| Liberal Arts | English | L125 | Intro to Contemporary Literature |
| Liberal Arts | English | L204 | Intro to Novel and Short Story |
| Liberal Arts | English | L205 | Intro to Poetry |
| Liberal Arts | English | L209 | Topics in American Literature & Culture |
| Liberal Arts | English | L225 | Intro to World Masterpieces |
| Liberal Arts | English | L381 | Recent Writing |
| Liberal Arts | English | L390 | Children's Literature |
| Liberal Arts | English | L679 | Literature and Society |
| Liberal Arts | English | W117 | Basic English Composition |
| Liberal Arts | English | W203 | Creative Writing |
| Liberal Arts | English | W355 | Business Writing for Technicians |
| Liberal Arts | Folklore | F220 | Intro. to American Folklore |
| Liberal Arts | Folklore | F391 | Folklore of Indiana |
| Graduate | Folklore | F512 | Survey of Folklore |
| Liberal Arts | Geography | G107 | Physical Systems of Environment |
| Liberal Arts | Geography | G110 | Intro. to Human Geography |
| Liberal Arts | Geography | G315 | Environmental Conservation |
| Science | Geology | G109 | Geology: Evolution of the Earth |
| Science | Geology | G110 | Geology: The Earth's Environment |
| Liberal Arts | German | G101 | Elementary German I |
| Liberal Arts | German | G102 | Elementary German II |
| Physical Education | HPER | H519 | Problems & Issues in Health |
| Physical Education | HPER | P543 | Supervision in Physical Education |
| Physical Education | HPER | H617 | Seminar in Health Ed.: Medical Self-Help & Disaster Preparedness |
| Physical Education | HPER | P647 | Rehabilitation & Conditioning of Athletes |
| Physical Education | HPER | P101 | Basic Golf |

| SCHOOL | DEPARTMENT | NUMBER | TITLE |
|---|---|---|---|
| Physical Education | HPER | P102 | Basic Tennis |
| Physical Education | HPER | P202 | Intermediate Tennis |
| Physical Education | HPER | P545 | Physical Ed. Curriculum |
| Physical Education | HPER | S456 | Traffic Safety Ed. for Teachers |
| Herron Sch. of Art | Art Studies | E101 | Beginning Drawing |
| Herron Sch. of Art | Art Studies | E102 | Beginning Drawing |
| Herron Sch. of Art | Art Studies | E105 | Beginning Painting |
| Herron Sch. of Art | Art Studies | E106 | Beginning Painting |
| Herron Sch. of Art | Art Studies | E255 | Intro to 3-D: Design & Crafts |
| Herron Sch. of Art | Art Studies | H100 | Art Appreciation |
| Herron Sch. of Art | Art Studies | E500 | Beginning Drawing |
| Herron Sch. of Art | Art Studies | E501 | Beginning Drawing |
| Herron Sch. of Art | Art Studies | E502 | Beginning Drawing |
| Herron Sch. of Art | Art Studies | E503 | Beginning Painting |
| Liberal Arts | History | H106 | American History: General Course II |
| Liberal Arts | History | H105 | American History: General Course I |
| Liberal Arts | History | H113 | History of Western Civilization I |
| Liberal Arts | History | H114 | History of Western Civilization II |
| Engineering Tech. | Indus.Engr.Tech. | 104 | Industrical Organization |
| Engineering Tech. | Indus.Engr.Tech. | 250 | Fundamentals of Production Cost Analysis |
| Engineering Tech. | Indus.Engr.Tech. | 262 | Motion Study & Work Methods |
| Engineering Tech. | Indus.Engr.Tech. | 312 | Materials Handling |
| Liberal Arts | Journalism | C200 | Intro. to Mass Communications |
| Liberal Arts | Journalism | J201 | Verbal Communication |
| Liberal Arts | Journalism | J318 | Advertising in America |
| Library Science | Library Science | L533 | Library Material for Children & Adoles. |
| Science | Mathematics | 490 | Topics in Computer Science for Undergrad. |
| Science | Mathematics | 111 | Algebra |
| Science | Mathematics | M118 | Finite Math I |
| Science | Mathematics | M119 | Brief Survey of Calculus I |
| Science | Mathematics | 130 | Mathematics for Elementary Teachers I |
| Science | Mathematics | 131 | Mathematics for Elementary Teachers II |
| Science | Mathematics | 132 | Mathematics for Elementary Teachers III |
| Science | Mathematics | 147 | Algebra & Trigonometry for Teachers I |
| Science | Mathematics | 148 | Algebra & Trigonometry for Teachers II |
| Science | Mathematics | 221 | Calculus for Technology I |
| Science | Mathematics | 222 | Calculus for Technology II |
| Science | Mathematics | 510 | Advanced Calculus |
| Science | Mathematics | 547 | Analysis for Teachers |
| Science | Mathematics | 548 | Analysis for Teachers |
| Engineering & Tech. | General Technology | 220 | Technical and Report Writing |
| Engineering & Tech. | Mech. Engr. Tech. | 112 | Applied Mechanism |
| Engineering & Tech. | Mech. Engr. Tech. | 180 | Materials & Processes |
| Engineering & Tech. | Mech. Engr. Tech. | 200 | Power Systems |
| Engineering & Tech. | Mech. Engr. Tech. | 204 | Production Drawings |
| Engineering & Tech. | Mech. Engr. Tech. | 210 | Applied Statistics |
| Engineering & Tech. | Mech. Engr. Tech. | 211 | Applied Strengths of Materials |
| Engineering & Tech. | Mech. Engr. Tech. | 216 | Machine Elements |
| Engineering & Tech. | Mech. Engr. Tech. | 232 | Dynamics |
| Engineering & Tech. | Mech. Engr. Tech. | 256 | Material Fabrication |
| Engineering & Tech. | Mech. Engr. Tech. | 280 | Introduction to Plastics |
| Engineering & Tech. | Mech. Engr. Tech. | 300 | Applied Thermodynamics |

| SCHOOL | DEPARTMENT | NUMBER | TITLE |
|---|---|---|---|
| Engineering & Tech. | Mech. Engr. Tech. | 330 | Introduction to Fluid Power |
| Engineering & Tech. | Mech. Engr. Tech. | 360 | Heating and Ventilation |
| Engineering & Tech. | Mech. Engr. Tech. | 426 | Internal Combustion Engines |
| Engineering & Tech. | Mech. Engr. Tech. | 495 | Senior Project Survey |
| Engineering & Tech. | Mech. Engr. Tech. | 497 | Senior Project Survey |
| Engineering & Tech. | Metallurgy & Tech. | 184 | Ferrous Metallurgy |
| Engineering & Tech. | Metallurgy & Tech. | 228 | Physical Metallurgy I |
| Engineering & Tech. | Metallurgy & Tech. | 229 | Physical Metallurgy II |
| Engineering & Tech. | Metallurgy & Tech. | 280 | Nonferrous Metallurgy |
| Liberal Arts | Music | 174 | Appreciation of Music I |
| Liberal Arts | Music | E241 | Intro. to Music Fundamentals |
| Liberal Arts | Music | P100 | Piano: Private Lessons |
| Liberal Arts | Music | P700 | Piano: Private Lessons |
| Liberal Arts | Music | V100 | Voice: Private Lessons |
| Liberal Arts | Music | V700 | Voice: Private Lessons |
| Liberal Arts | Music | X070 | University Choral Ensemble |
| Liberal Arts | Music | X350 | Jazz Ensemble |
| Liberal Arts | Philosophy | P110 | Philosophy & the World Today |
| Liberal Arts | Philosophy | P221 | Philosophy of Man |
| Liberal Arts | Philosophy | P237 | Philosophy of Environment |
| Liberal Arts | Philosophy | P262 | Elementary Logic |
| Liberal Arts | Philosophy | P281 | Religion and Human Experience |
| Liberal Arts | Philosophy | P290 | Action and Value |
| Liberal Arts | Philosophy | P437 | Humanization of Technology I: Man-Machine Relations |
| Liberal Arts | Philosophy | P438 | Humanization of Technology II: Technology & Human Values |
| Science | Physics | 100 | Physics in the Modern World |
| Science | Physics | 200 | Our Physical Environment |
| Science | Physics | 218 | General Physics |
| Science | Physics | 219 | General Physics |
| Liberal Arts | Political Science | Y101 | Principles of Political Science |
| Liberal Arts | Political Science | Y103 | Intro.to American Politics |
| Liberal Arts | Political Science | Y109 | Intro.to World Politics |
| Liberal Arts | Political Science | Y200 | Contemporary Political Problems: Women in Politics |
| Liberal Arts | Political Science | Y303 | Formation of Public Policy in the U.S. |
| Liberal Arts | Political Science | Y304 | Judicial Process & American Constitutional Law I |
| Liberal Arts | Political Science | Y305 | Judicial Process & American Constitutional Law II |
| Liberal Arts | Political Science | Y307 | Indiana State Government & Politics |
| Liberal Arts | Political Science | Y312 | Workshop in State & Local Government |
| Liberal Arts | Political Science | Y360 | United States Foreign Policy |
| Science | Psychology | B104 | Psychology as a Social Science |
| Science | Psychology | B105 | Psychology as a Biological Science |
| Science | Psychology | B211 | Intro. Laboratory in Psychology |
| Science | Psychology | B270 | Intro. to Industrial Psychology |

| SCHOOL | DEPARTMENT | NUMBER | TITLE |
|---|---|---|---|
| Science | Psychology | B305 | Statistics |
| Science | Psychology | B307 | Tests and Measurements |
| Science | Psychology | B344 | Learning |
| Science | Psychology | B356 | Motivation |
| Science | Psychology | B360 | Child & Adolescence |
| Science | Psychology | B370 | Social Psychology |
| Science | Psychology | B374 | Group Dynamics, Theory & Research |
| Science | Psychology | B376 | Psychology of Women |
| Science | Psychology | B380 | Abnormal Psychology |
| Science | Psychology | B424 | Theories of Personality |
| Science | Psychology | B425 | Laboratory in Personality |
| Science | Psychology | B462 | Classroom Behavior Management |
| Science | Psychology | B472 | Practicum in Group Dynamics |
| Science | Psychology | B492 | Readings & Research in Psychology |
| Social Service | Social Service | S141 | Intro. to Service Professions |
| Liberal Arts | Sociology | R100 | Intro. to Sociology |
| Liberal Arts | Sociology | R121 | Social Problems |
| Liberal Arts | Sociology | R220 | The Family |
| Liberal Arts | Sociology | R345 | Crime & Deliquency |
| Liberal Arts | Sociology | R467 | Social Change |
| Liberal Arts | Spanish | S101 | Elementary Spanish I |
| Liberal Arts | Speech | C110 | Fundamentals of Speech Communication |
| Science | Statistics | 301 | Elem. Statistical Methods I |
| Supervision | Supervision | 252 | Human Relations in Supervision |
| Supervision | Supervision | 331 | Occupational Safety & Health |
| Supervision | Supervision | 374 | Elements of Supervision |
| Science | Biological Science | Z103 | Animal Biology |
| Science | Biological Science | Z508 | Ornithology |
| Engineering & Tech. | Computer Tech. | 131 | Assembly Language Programming I |
| Engineering & Tech. | Computer Tech. | 265 | Cobol Programming |
| Engineering & Tech. | Computer Tech. | 200 | Computer Programming Fundamentals |

Top Ten Disciplines by Head Count and Credit Hour

1. Graduate Education
2. Business
3. English
4. Psychology
5. Math
6. Sociology
7. Geography
8. Mech. Engr. Technology
9. Economics
10. Folklore

Continuing Studies

Objectives. The Division of Continuing Studies at Columbus Center functions as one of eight campus locations in the statewide system of the School of Continuing Studies. The Columbus Campus also serves as a Regional Center for the Indiana Statewide Plan for Continuing Education in Nursing (ISPCEN). The primary mission of the Division of Continuing Studies at Columbus Center is to meet the non-traditional educational needs of individuals residing in the five county Region XI. However, regional responsibilities for continuing education in nursing extend into adjacent Regions XII and XIV encompassing twelve counties in southeastern Indiana. In view of the systemwide affiliation, primary mission, and responsibilities of Continuing Studies at Columbus Center of IUPUI:

> To provide nontraditional learning opportunities for individuals who wish to enhance their personal development through participation in credit and noncredit, degree and nondegree educational activities.
>
> To assist specialized organizations, agencies, professions, and other groups by providing training and educational programs assistance.
>
> To cooperate with other institutions and organizations to accomplish the missions, objectives and specific goals of the systemwide School of Continuing Studies and the Columbus Campus.

Organization. The Division of Continuing Studies is presently organized to provide noncredit continuing education in two categories: general continuing education programs and nursing continuing education programs. Responsibilities for all general continuing education programs and overall administration responsibilities for the department are assigned to the part-time position of Coordinator of Continuing Studies, reporting to the Director of Columbus Center. Responsibilities for all nursing continuing education programs and coordinator of these programs in Regions XI, XII and XIV are assigned to the full-time position of Coordinator, Continuing Education in Nursing, reporting to the Coordinator of Continuing Studies. The Coordinator for general continuing education programs is served by a full-time secretary. The Coordinator for nursing continuing education programs has a full-time secretary.

Continuing Education: General Programs. Twenty-six general programs in a wide variety of areas were offered during 1976-77. One program was offered in Greensburg. One thousand three hundred ninety eight (1398) persons participated.

Examples of avocational opportunities made available are "Paperbacks and Coffee", "Advanced Landscaping", "Growth and Care of Houseplants". Examples of occupational learning opportunities are the "Real Estate Salesmen's Course", "Basic Concepts of Effective Management", and "Management of Human Resources". Programs for women have included "Assertive Training". "How to Study in College" has be made available for high school graduates planning to attend college.

Continuing Studies - Continued.

Continuing Education: Nursing Programs. Regional committees, composed of nurses representing a variety of practice areas and other representatives of health agencies, are active in the regions served by Columbus Center. CEU (Continuing Education Unit) Review Committees are also active and evaluate educational offerings for approval for the use of the CEU in nursing according to the standards established by ISPCEN. Regional committees work with the Coordinator in planning and implementing educational offerings for nurses in the region.

Regional committees have functioned within the goals of the ISPCEN Master Plan. Efforts have been made to implement educational offerings recommended in the Master Plan and in accordance with needs of nurses in the area. In addition, opportunities for participation in educational offerings have been made available to other professional personnel. Dietitions participated with nurses in two offerings in diabetes and medical records administrators participated in offerings on nursing audit. A workshop for the various disciplines involved in dealing with child abuse problems was conducted during the year.

Cooperative efforts with health care facilities, health agencies, and voluntary health organizations continues to be a major goal in providing continuing education offerings in nursing. Hospitals and health agencies have provided clinical opportunities for nurses enrolled in continuing education and voluntary health organizations have served as joint sponsors of continuing education offerings.

In keeping with the Indiana's goal for improving emergency medical services for citizens of the State, Columbus Center was one of the seven regional centers to receive funding from the Indiana Emergency Medical Services Commission for a course for registered nurses in hospital emergency departments. Fourteen nurses from six hospitals and one industry completed a 200 hour course in emergency department nursing.

During 1976-77 academic year, twenty-eight programs were completed with an enrollemnt of 550. After three years of operation of continuing education in nursing program at Columbus Center, nurses and health care facilities/agencies have gained an increased awareness of the need for professional continuing education and of the service and academic opportunities available at Columbus Center.

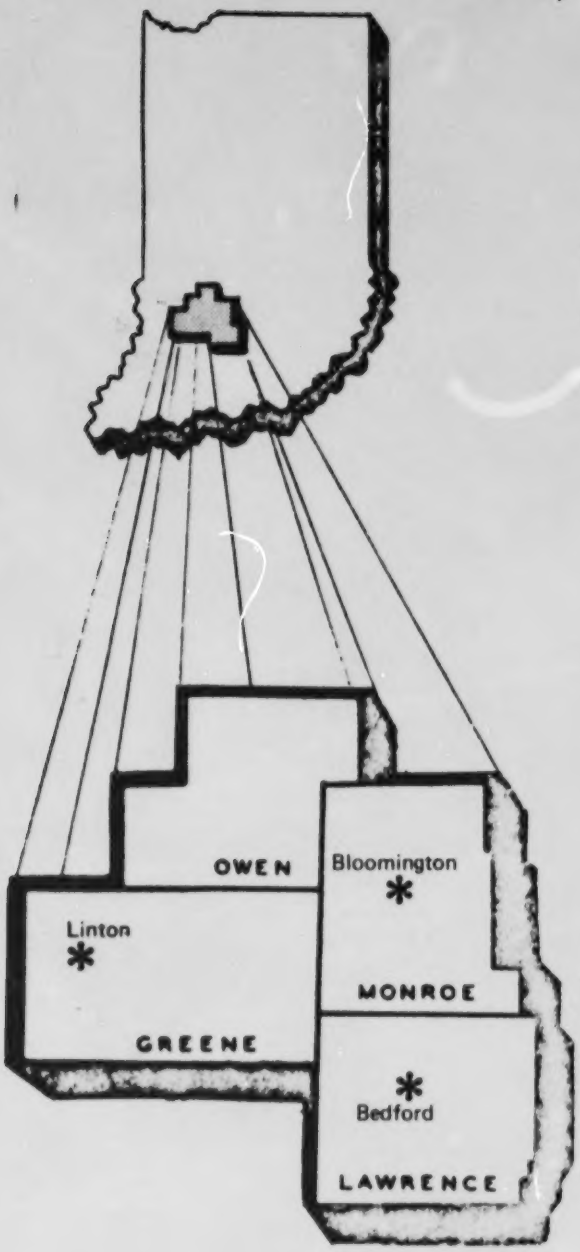
Statistical Summary of Continuing Education Activities

July 1976 through June 1977

| | General | Nursing | Total |
|---|---|---|---|
| Programs Scheduled | 35 | 33 | 68 |
| Programs Completed | 26 | 28 | 54 |
| Total Student Contact Hours | 17,011.5 | 9,464 | 26,475.5 |
| Seat Count | 1,398 | 550 | 1,948 |
| Individual CEU Units | | 911.6 | 911.6 |
| Institutional CEU Units | 1,701.2 | | 1,701.2 |

Profile of Indiana Economic Region 10

# Profile of Region 10




REGION 10 . . . . . .

Encompasses four counties: Greene, Lawrence, Monroe, and Owen.
Includes the Standard Metropolitan Statistical Area of Bloomington (Monroe County).
Is the home of Indiana University, in Bloomington, the largest university in the State.
Is the site of Lake Monroe Reservoir, a recreational residential development area.
Has three urban centers: Bloomington, in Monroe County, Bedford in Lawrence County, and Linton in Greene County.
Is served by four hospitals: Greene County General, Linton; Bedford Medical Center, Bedford; Dunn Memorial, Bedford; and Bloomington Hospital, Bloomington.
Is served by north-south highway U.S. 231, Indiana 37 and 67 and east-west U.S. 50; Indiana 46, 54 and 58.

REGION 10 POPULATION 1/ . . . . . .

Totals approximately 172,100.
Has grown 6.3 percent since 1970.
Has almost 53 percent of the Region's population concentrated in the Bloomington SMSA (Monroe County).
Has over 3 percent of the State's population of 5,311,000.
Has Greene, Lawrence, Monroe, and Owen Counties showing significant increases.
Has Bloomington as the largest urban center in the Region with a population of almost 49,000 in 1973.
Has three urban centers: Bedford, Bloomington, and Linton with over 40 percent of the population of the Region.

POPULATION OF REGION 10, BY COUNTY

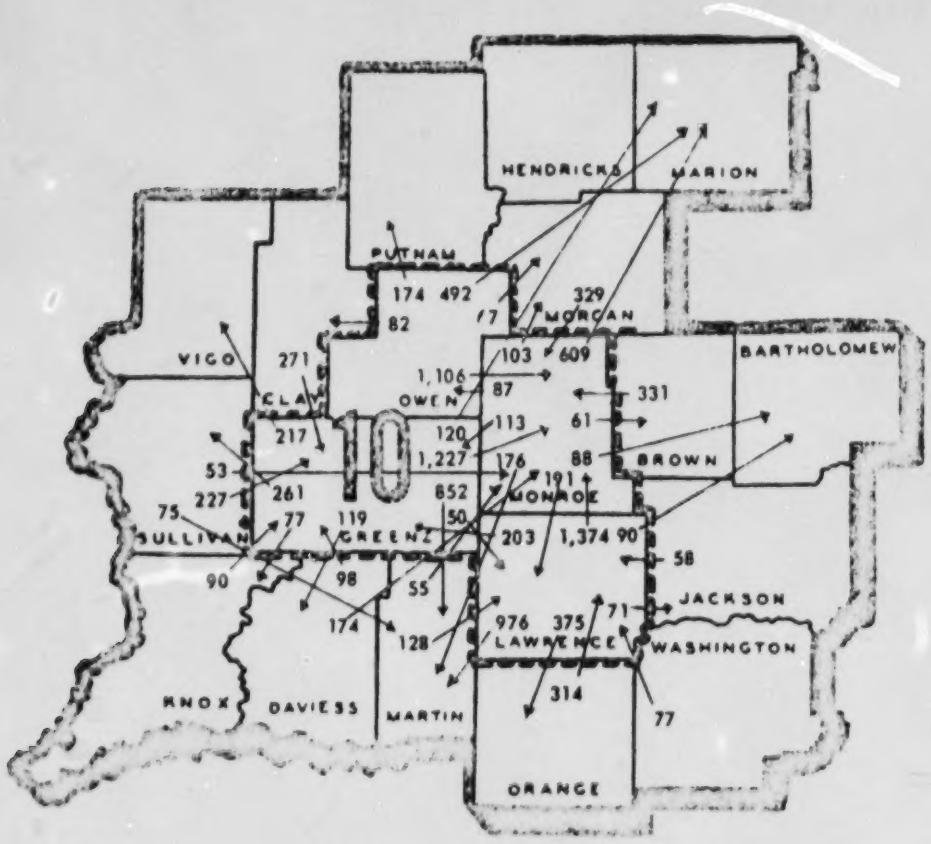
| COUNTY | 1960 | 1970 | 1975 | % CHANGE 1970-1975 | % OF REGION 1975 |
|---|---|---|---|---|---|
| Greene | 26,327 | 26,894 | 28,100 | 4.3 | 16.3 |
| Lawrence | 36,564 | 38,038 | 40,000 | 5.3 | 23.2 |
| Monroe | 59,225 | 84,849 | 90,800 | 6.6 | 52.8 |
| Owen | 11,400 | 12,163 | 13,200 | 8.6 | 7.7 |
| TOTALS | 133,516 | 161,944 | 172,100* | 6.3 | 100.0 |

* 3.2% of State Population (5,311,000)

1/ Population information provided by the U.S. Department of Commerce, Bureau of the Census.

REGION 10 COMMUTING PATTERNS . . . . . .

11,000 workers, one of every 5, commute outside the home county to work.
3,700 of the commuters from Lawrence, Owen and Green Counties work in Monroe County.
1,200 of the Region's commuters work in the Indianapolis SMSA.




DISTRIBUTION OF REGION 10 LABOR FORCE,
BY PLACE OF WORK, 1970 CENSUS

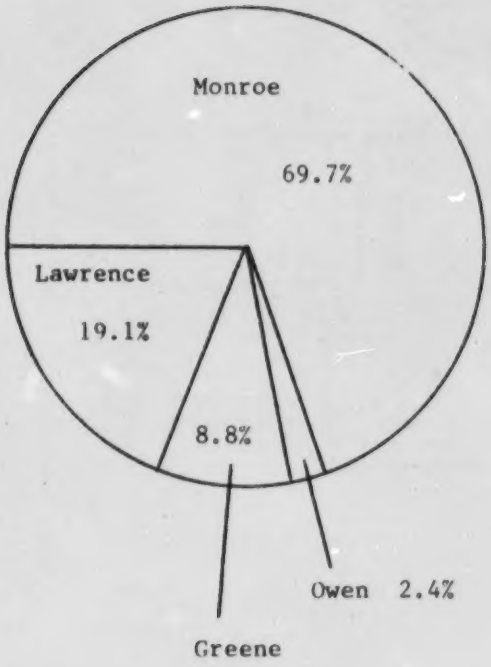
| COUNTY | WORKING IN HOME COUNTY | WORKING IN OTHER COUNTIES | (%) COMMUTING OUTSIDE COUNTY |
|---|---|---|---|
| Greene | 4,628 | 3,182 | 33.2% |
| Lawrence | 9,186 | 3,534 | 25.7% |
| Monroe | 28,691 | 2,232 | 6.7% |
| Owen | 1,978 | 2,121 | 50.6% |

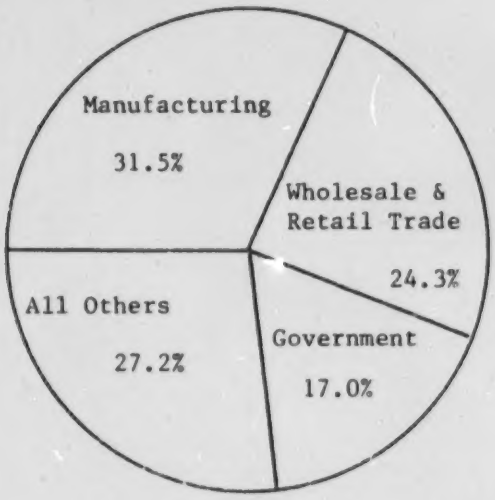
PROFILE OF
REGION 10

REGION 10 EMPLOYMENT 2/ . . . . . .

In covered establishments, totaled over 40,300 in 1975.
Is distributed among 2,590 establishments.
Is centered in Monroe County.
Is predominately in manufacturing, trade, and government.

DISTRIBUTION OF COVERED EMPLOYMENT . . . . . .




2/ Covered Employment includes employees working for firms subject to the Indiana Employment Security Act. The Act, in general, includes employers with one or more employees. Excluded are railroads, households, most farms, small non-profit institutions, churches, and government establishments with certain exceptions. State government hospitals, schools of higher education, and local government utilities are covered.

IN REGION 10, DISTRIBUTION OF ESTABLISHMENTS AND EMPLOYMENT FOR 1975 IS AS FOLLOWS:

| INDUSTRY 4/ | NO. OF FIRMS | AVERAGE COVERED EMPLOYMENT* |
|---|---|---|
| TOTALS | 2,587 | 40,340 |
| AGRICULTURE, FORESTRY, & FISHING | 24 | 170 |
| MINING | 25 | 660 |
| CONSTRUCTION | 273 | 1,440 |
| Building Construction | 110 | 520 |
| Construction, except Building (General Contractors) | 27 | 310 |
| Special Trade Contractors | 136 | 610 |
| MANUFACTURING | 173 | 12,690 |
| Food & Kindred Products | 19 | 470 |
| Apparel & Fabric Products | 5 | 380 |
| Lumber & Wood Products | 18 | 90 |
| Furniture & Fixtures | 4 | 170 |
| Printing & Publishing | 24 | 350 |
| Chemicals & Allied Products | 4 | 20 |
| Stone, Clay, Glass, & Concrete Products | 38 | 880 |
| Fabricated Metals | 14 | 530 |
| Nonelectrical Machinery | 15 | 990 |
| Electrical Machinery | 17 | 6,670 |
| All Other Manufacturing | 15 | 2,140 |

* See Footnote 3, Page 7

PROFILE OF
REGION 10

| INDUSTRY | NO. OF FIRMS | AVERAGE COVERED EMPLOYMENT* |
|---|---|---|
| TRANSPORTATION, COMMUNICATIONS, ELECTRIC, GAS & SANITARY SERVICES | 110 | 1,780 |
| Local & Suburban Passenger Transportation | 4 | 20 |
| Motor Freight Transportation | 63 | 590 |
| Air Transportation | 3 | 30 |
| Transportation Services | 5 | 20 |
| Communications | 16 | 750 |
| Electric, Gas, & Sanitary Services | 19 | 370 |
| WHOLESALE AND RETAIL TRADE | 1,047 | 9,820 |
| Wholesale Trade (Durable Goods) | 62 | 370 |
| Wholesale Trade (Nondurable Goods) | 65 | 710 |
| Building Materials, Hardware, Garden Supply, & Mobile Home Dealers | 67 | 530 |
| General Merchandise Stores | 32 | 1,060 |
| Food Stores | 71 | 1,340 |
| Automotive Dealers & Gasoline Service Stations | 223 | 1,120 |
| Apparel & Accessory Stores | 75 | 420 |
| Furniture, Home Furnishings, & Equipment Stores | 62 | 290 |
| Eating & Drinking Establishments | 199 | 2,870 |
| Miscellaneous Retail | 191 | 1,110 |
| FINANCE, INSURANCE, & REAL ESTATE | 196 | 1,520 |
| Banking | 14 | 680 |
| Credit Agencies | 20 | 140 |
| Insurance | 14 | 80 |
| Insurance Agents, Brokers, & Services | 50 | 120 |
| Real Estate | 86 | 410 |
| All Other Finance, Insurance, & Real Estate | 12 | 90 |

* See Footnote 3, Page 7

| INDUSTRY | NO. OF FIRMS | AVERAGE COVERED EMPLOYMENT* |
|---|---|---|
| SERVICES | 726 | 5,400 |
| Hotels, Rooming Houses, Camps, & Other Lodging Places | 67 | 680 |
| Personal Services | 103 | 410 |
| Business Services | 58 | 330 |
| Automobile Repair, Services, & Garages | 54 | 170 |
| Miscellaneous Repair Services | 25 | 80 |
| Motion Pictures | 14 | 180 |
| Amusement & Recreation Services (Except Motion Pictures) | 29 | 130 |
| Health Services | 204 | 2,640 |
| Legal Services | 48 | 130 |
| Educational Services | 6 | 70 |
| Social Services | 11 | 170 |
| Membership Organizations | 59 | 250 |
| All Other Services | 48 | 160 |
| GOVERNMENT | 13 | 6,860 |
| State Government | 1 | 6,580 |
| Local Government | 12 | 280 |

* 3/ Covered Employment includes employees working for firms subject to the Indiana Employment Security Act. The Act, in general, includes employers with one or more employees. Excluded are railroads, households, most farms, small non-profit institutions, churches and government establishments with certain exceptions. State government hospitals, schools of higher education, and local government utilities are covered.

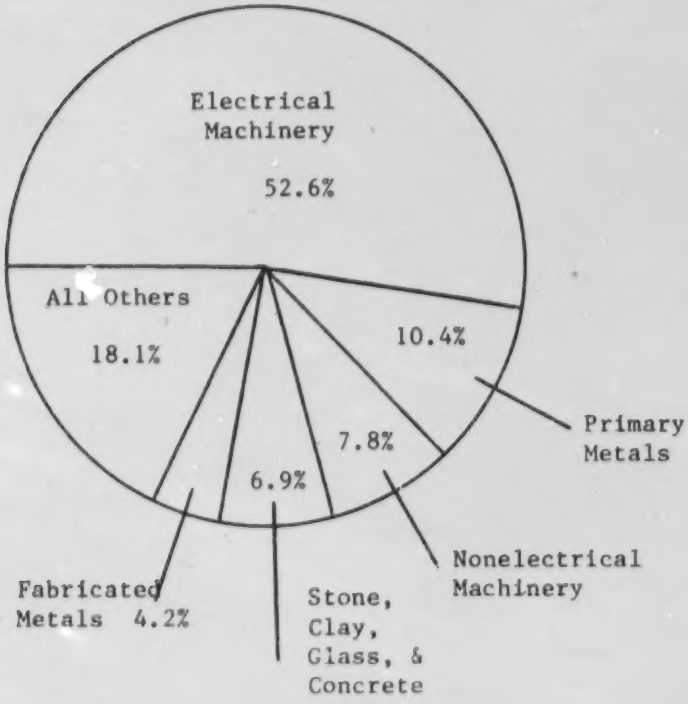
4/ Industry designations are based on the Standard Industrial Classification Manual of 1972 prepared by the U.S. Office of Statistical Standards.

REGION 10 MANUFACTURING EMPLOYMENT . . . . . .

Represents over 31 percent of all employment.
Totals almost 12,700 workers in over 170 manufacturing establishments.
Has almost 65 percent of the manufacturing employment of the Region in Monroe County.
Has the electrical machinery industry as the largest industry group in the manufacturing sector.
Has the primary metals industry ranked second.
Has the nonelectrical machinery industry as the third largest employer in the manufacturing sector.
Has these three sectors employing almost 71 percent of the manufacturing work force.

DISTRIBUTION OF MANUFACTURING EMPLOYMENT,

BY MAJOR INDUSTRY GROUP



REGION 10 - OCCUPATIONS OF NUMERICAL SIGNIGICANCE IN THE MANUFACTURING SECTOR*

| OCCUPATIONS | ESTIMATED EMPLOYMENT REGION 10 |
|---|---|
| Assemblers | 4,720 |
| Testers | 1,180 |
| Managers & Officers | 500 |
| Supervisors, Nonworking, Except Service | 420 |
| Instrument Makers | 390 |
| Inspectors | 290 |
| Electrical and Electronic Technicians | 280 |
| Welders and Flamecutters | 270 |
| Sewing Machine Operators | 220 |
| Industrial Truck Operators | 210 |
| Stock Clerks, Stock Room and Warehouse | 210 |
| Janitors, Porters, and Cleaners | 180 |
| Production Packagers | 180 |
| Tool and Die Makers, Metal | 180 |
| Die Casting Machine Operators | 160 |
| Filers, Grinders, Buffers, Chippers, Cleaners, and Polishers | 160 |
| Riveters, Light | 160 |
| Machine Tool Operators, Combination | 150 |
| Punch Press Operators, Metal | 130 |
| Mechanics, Maintenance | 100 |

PRINCIPAL PRODUCTS MANUFACTURED IN REGION 10 INCLUDE:

Bakery Products
Building Blocks, Slabs, & Stones
Capacitors and Lightning Arresters
Color Television Receivers
Crushed Indiana Limestone
Culvert Pipe and Sheet
Dairy Products
Escalators and Elevators
Fabricated Aluminum Moldings
Masonry Cement
Meat Products
Mens' Trousers
Newspapers
Prefabricated Buildings
Radio and Television Parts
Refrigerators
Specialized Medical Equipment

SOME WELL KNOWN MANUFACTURING FIRMS ARE:

Bloomington Packing Co.
Carpenter Body Works
Central Foundry Division
Essex International
General Electric Co.
Herald Times, Inc.
Indiana Limestone Co.
Lehigh Portland Cement Co.
Otis Elevator Co.
RCA
Sarkes Tarzian, Inc.
Scroll Keller Aluminum
Victor Oolitic Stone Co.

* Manufacturing Sector Estimates Based Upon 1974 Data From Survey of Establishments Classified as Manufacturers.

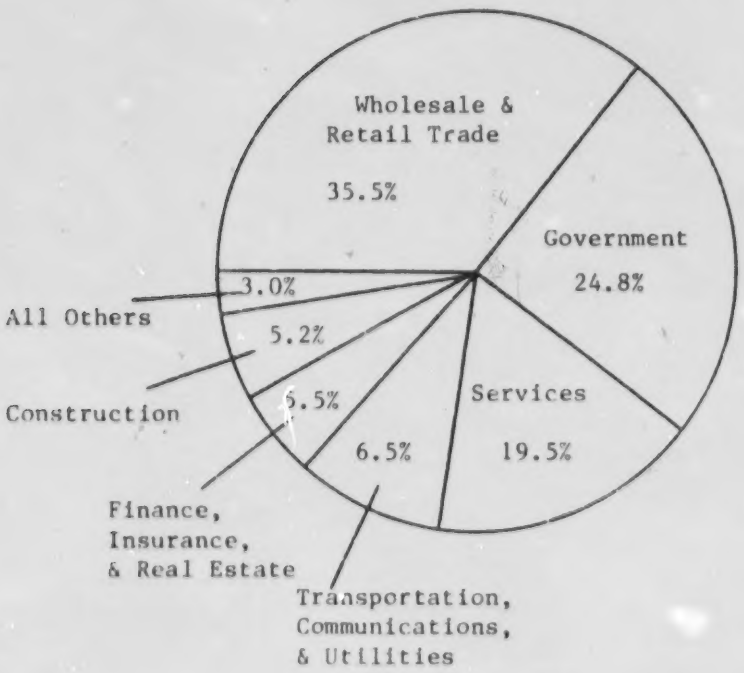
PROFILE OF
REGION 10

REGION 10 NONMANUFACTURING EMPLOYMENT . . . . . .

Represents over 68 percent of all employment.
Totals over 27,600 workers in more than 2,410 establishments.
Has almost 72 percent of the nonmanufacturing employment in the Region in Monroe County.
Has wholesale and retail trade sector representing over 35 percent of the nonmanufacturing employment in this Region.
Has the government sector representing almost one-fourth of the employment in the nonmanufacturing sector.
Has the services sector representing over 19 percent of the nonmanufacturing sector.
Has these three sectors totaling almost 80 percent of the nonmanufacturing employment and almost 55 percent of the total employment of Region 10.

DISTRIBUTION OF NONMANUFACTURING EMPLOYMENT,

BY MAJOR INDUSTRY DIVISION GROUPS



REGION 10 - OCCUPATIONS OF NUMERICAL SIGNIFICANCE IN THE WHOLESALE AND RETAIL TRADE SECTOR*

| OCCUPATIONS | ESTIMATED EMPLOYMENT REGION 10 |
|---|---|
| Sales Clerks | 1,160 |
| Managers & Officers | 1,000 |
| Sales Persons | 960 |
| Cashiers | 490 |
| Waiters/Waitresses | 470 |
| General Clerks | 340 |
| Food Preparation and Service Workers | 320 |
| Mechanics, Automotive | 320 |
| Stock Clerks, Sales Floor | 300 |
| Delivery and Route Workers | 280 |
| Automobile Service-Station Attendants | 240 |
| Stock Clerks, Stockroom & Warehouse | 230 |
| Bookkeepers, Hand | 220 |
| Cooks, Short Order | 190 |
| Truck Drivers | 190 |
| Janitors, Porters, & Cleaners | 180 |
| Kitchen Helpers | 130 |
| Counter Workers, Lunchroom | 120 |
| Baggers | 110 |
| Butchers/Meat Cutters | 110 |
| Shipping/Receiving Clerks | 110 |
| Cooks, Restaurant | 100 |
| Secretaries | 100 |
| Bus Boys/Girls | 90 |
| Bartenders | 60 |

SOME WELL KNOWN WHOLESALE AND RETAIL ESTABLISHMENTS ARE:

Ayres, L.S. and Co.
Bloomington Fireside, Inc.
Ellis Floral Co., Inc.
HUB
Kroger Supermarkets
J.C. Penney
Pete's Marathon Service
Sears
S.S. Kresge & Co.
Tindal Hardware, Inc.

* Wholesale and Retail Trade Sector Estimates Based Upon 1973 Data From Survey of Establishments Classified as Wholesale and Retail Trade.

IN REGION 10 OCCUPATIONAL DEMAND 5/ SHOWS . . . . . .

The following occupations are anticipated to be in short supply during 1977 - 1978:

- Accountants
- Appliance Repairers
- Automotive Mechanics (Motor)
- Dental Assistant
- Insurance Salesworkers
- Mechanical Technicians
- Medical & Medical Laboratory Technicians
- Millwrights
- Occupational Therapists
- Operating Room Technicians
- Physical Therapists
- Practical Nurses
- Stenographers
- Tool & Die Makers

also the following occupations are anticipated to be in constant demand during 1977 - 1978:

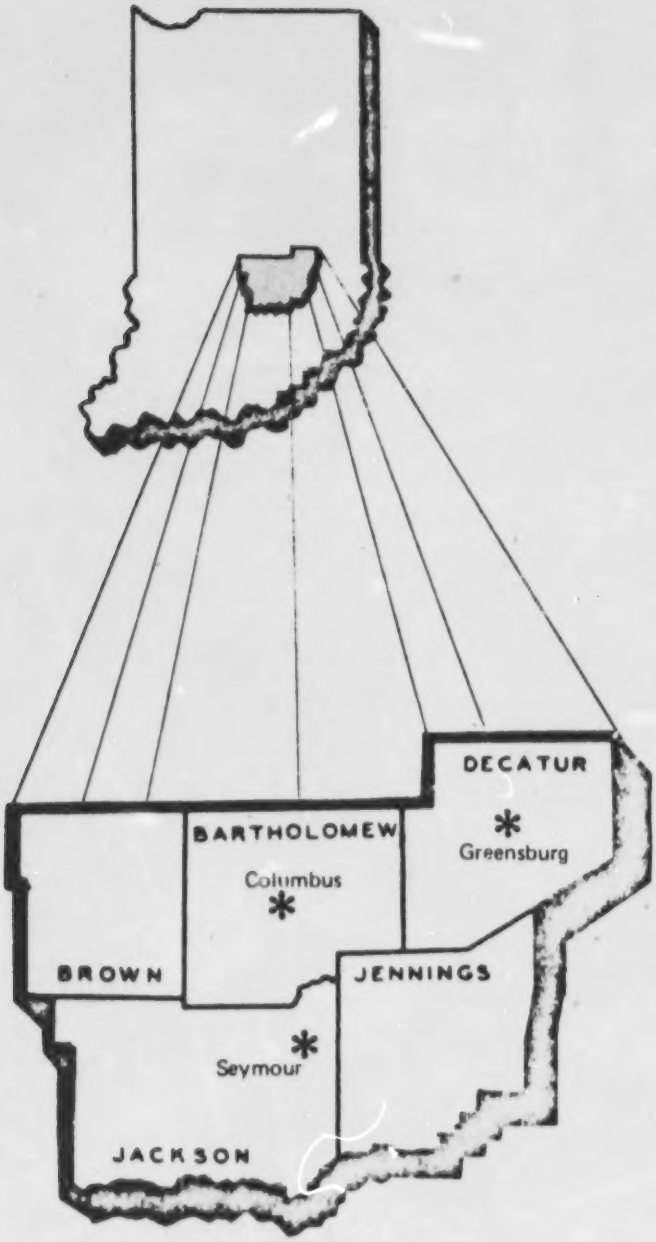
- Accounting Clerks
- Apparel & Accessories Salesworkers
- Automobile Attendants: Gas & Parking
- Automotive Technicians
- Automotive Vehicle Repairers: Body & Fender, Combination
- Bookkeepers
- Carpenters
- Charworkers & Cleaners
- Clerk Typists
- Cooks & Chefs
- Drafters
- Electrical Technicians
- Electricians (Including Electronics)
- Food Service Salesworkers (Restaurants, etc.)
- General Merchandise Salesworkers (Department Stores)
- General Office Clerks
- Industrial Technicians
- Janitors
- Machine Tool Operators
- Machine Tool Setters (Set-Up)
- Machinists
- Manager Trainees
- Nurse Aids
- Plumbers & Pipefitters
- Private Household Workers
- Professional Nurses (Registered)
- Secretaries
- Sewers & Stitchers (Mfg.)
- T.V. & Radio Repairers
- Typists
- Waiters/Waitresses
- Welders & Flamecutters: Basic, Certified

REGION 10 OCCUPATIONAL DEMAND 5/ SHOWS (CONTINUED) . . . . .

5/ Occupational demand evaluations are furnished by the local offices of the Indiana Employment Security Division within each Region as requested by the State Board of Vocational and Technical Education. Evaluations are made for over 150 occupations requiring vocational education training in either secondary or post-secondary schools. Complete evaluations for each Region are available upon request. It should be noted that the occupations shown in the listing on this page may also be found in the listings of MANUFACTURING AND WHOLESALE AND RETAIL TRADE OCCUPATIONS OF NUMERICAL SIGNIFICANCE, however the listings on this page are not limited to these two industries.

Profile of Indiana Economic Region 11

# Profile of Region 11




REGION 11 . . . . . .

Encompasses five counties: Bartholomew, Brown, Decatur, Jackson and Jennings.
Has Columbus as the largest urban area in the Region.
Is one of Indiana's major areas of nonelectrical machinery production.
Has Brown County State Park as a major tourist and recreational area.
Is the site of Camp Atterbury in Bartholomew County.
Has three urban centers: Columbus, Greensburg, and Seymour.
Has four hospitals in the area including Bartholomew County, and Jackson County Schneck Memorial. The area is also served by Muscatatuck State Hospital and Training Center at Butlerville and Quinco Consulting Center at Columbus, a comprehensive Community Mental Health Center.
Is served by north-south Interstate 65, U.S. 31, and Indiana 3, 7, 9, and 135, and east-west Interstate 74, U.S. 50, and Indiana 46 and 58.

PROFILE OF
REGION 11

REGION 11 POPULATION 1/ . . . . . .

Totals approximately 147,300.
Has increased 4.1 percent since 1970.
Has almost three percent of the State's population.
Has Bartholomew County with over two-fifths of the Regions's population.
Has all counties in the Region showing population increases since 1970.
Has Columbus, in Bartholomew County, as the largest urban center in the Region with a population of approximately 27,400 in 1973.
Has the three urban centers of Columbus, Greensburg, and Seymour accounting for over 33 percent of the population in the Region.

POPULATION OF REGION 11, BY COUNTY

| COUNTY | 1960 | 1970 | 1975 | % CHANGE 1970-1975 | % OF REGION 1975 |
|---|---|---|---|---|---|
| Bartholomew | 48,198 | 57,022 | 59,400 | 4.1 | 40.3 |
| Brown | 7,024 | 9,057 | 9,700 | 6.7 | 6.6 |
| Decatur | 20,019 | 22,738 | 23,300 | 2.4 | 15.8 |
| Jackson | 30,556 | 33,187 | 34,200 | 3.0 | 23.2 |
| Jennings | 17,267 | 19,454 | 20,700 | 6.6 | 14.1 |
| TOTALS | 123,064 | 141,458 | 147,300* | 4.1 | 100.0 |

* 2.8% of State Population (5,311,000)

1/ Population information provided by the U.S. Department of Commerce, Bureau of the Census.

PROFILE OF
REGION 11

REGION 11 COMMUTING PATTERNS . . . . . .

11,000 workers, one out of four, commute outside the home county to work.
6,200 workers commute to Bartholomew County.
2,100 workers commute from Region 11 to Region 8 (Indianapolis Area).

DISTRIBUTION OF REGION 11 WORK FORCE,
BY PLACE OF WORK, 1970 CENSUS

| COUNTY | WORKING IN HOME COUNTY | WORKING IN OTHER COUNTIES | (%) COMMUTING OUTSIDE COUNTY |
|---|---|---|---|
| Bartholomew | 18,361 | 1,455 | 6.8% |
| Brown | 1,011 | 1,907 | 61.7% |
| Decatur | 5,804 | 2,044 | 24.5% |
| Jackson | 8,314 | 3,358 | 26.4% |
| Jennings | 3,204 | 2,236 | 34.9% |

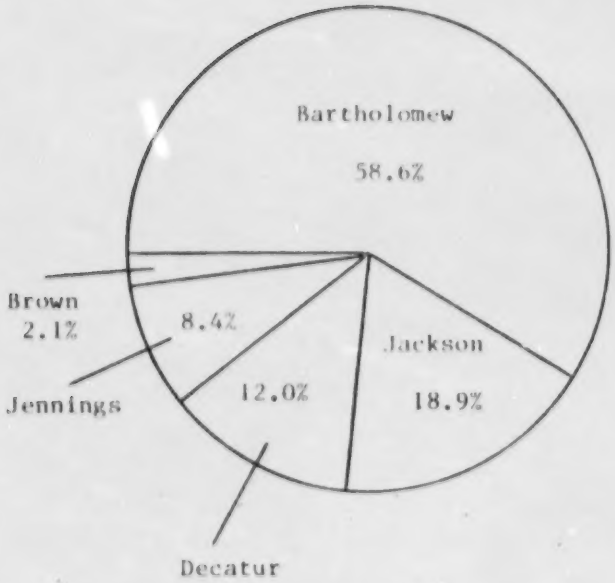
PROFILE OF
REGION 11

REGION 11 EMPLOYMENT 2/ . . . . . .

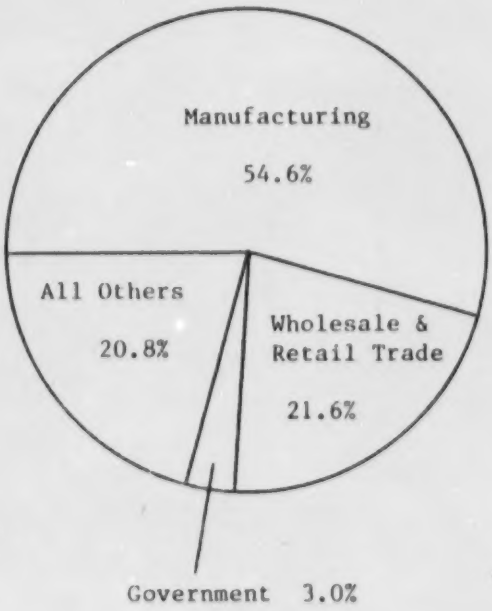
In covered establishments, totaled almost 41,700 in 1975.
Is distributed among 2,370 establishments.
Is centered in Bartholomew County.
Is predominately in manufacturing and trade.

DISTRIBUTION OF COVERED EMPLOYMENT. . . . . .

By County




By Major Industry Divisions




2/ Covered Employment includes employees working for firms subject to the Indiana Employment Security Act. The Act, in general, includes employers with one or more employees. Excluded are railroads, households, most farms, small non-profit institutions, churches, and government esatblishments with certain exceptions. State government hospitals, schools of higher education, and local government utilities are covered.

IN REGION 11, DISTRIBUTION OF ESTABLISHMENTS AND EMPLOYMENT FOR 1975 IS AS FOLLOWS:

| INDUSTRY 4/ | NO. OF FIRMS | AVERAGE COVERED EMPLOYMENT* |
|---|---|---|
| TOTALS | 2,365 | 41,680 |
| AGRICULTURE, FORESTRY, & FISHING | 22 | 120 |
| MINING | 7 | 120 |
| CONSTRUCTION | 323 | 1,400 |
| Building Construction | 135 | 710 |
| Construction, except Building (General Contractors) | 27 | 160 |
| Special Trade Contractors | 161 | 530 |
| MANUFACTURING | 185 | 22,750 |
| Food & Kindred Products | 17 | 1,020 |
| Apparel & Fabric Products | 4 | 620 |
| Lumber & Wood Products | 23 | 410 |
| Furniture & Fixtures | 6 | 800 |
| Paper & Allied Products | 9 | 780 |
| Printing & Publishing | 17 | 320 |
| Chemicals & Allied Products | 6 | 220 |
| Rubber & Plastics Products | 11 | 1,260 |
| Stone, Clay, Glass, & Concrete Products | 13 | 160 |
| Primary Metals | 6 | 1,210 |
| Fabricated Metals | 16 | 2,430 |
| Nonelectrical Machinery | 41 | 10,750 |
| Electrical Machinery | 5 | 640 |
| Transportation Equipment | 4 | 1,760 |
| All Other Manufacturing | 7 | 370 |

* See Footnote 3, Page 7

PROFILE OF
REGION 11

| INDUSTRY | NO. OF FIRMS | AVERAGE COVERED EMPLOYMENT* |
|---|---|---|
| TRANSPORTATION, COMMUNICATIONS, ELECTRIC, GAS & SANITARY SERVICES | 104 | 1,670 |
| Motor Freight | 55 | 440 |
| Communications | 12 | 560 |
| Electric, Gas, & Sanitary Services | 23 | 510 |
| All Other Transportation | 14 | 160 |
| WHOLESALE & RETAIL TRADE | 969 | 9,000 |
| Wholesale Trade (Durable Goods) | 75 | 540 |
| Wholesale Trade (Nondurable Goods) | 81 | 850 |
| Building Materials, Hardware, Garden Supply, & Mobile Home Dealers | 55 | 460 |
| General Merchandise Stores | 41 | 1,030 |
| Food Stores | 82 | 1,220 |
| Automotive Dealers & Gasoline Service Stations | 182 | 1,170 |
| Apparel & Accessory Stores | 47 | 290 |
| Furniture, Home Furnishings, & Equipment Stores | 50 | 240 |
| Eating & Drinking Establishments | 179 | 2,340 |
| Miscellaneous Retail | 177 | 860 |
| FINANCE, INSURANCE, & REAL ESTATE | 177 | 1,280 |
| Banking | 13 | 630 |
| Credit Agencies (Except Banks) | 20 | 140 |
| Insurance | 14 | 120 |
| Insurance Agents, Brokers, & Services | 43 | 120 |
| Real Estate | 77 | 180 |
| All Other Finance, Insurance, & Real Estate | 10 | 90 |

* See Footnote 3, Page 7

PROFILE OF
REGION 11

| INDUSTRY | NO. OF FIRMS | AVERAGE COVERED EMPLOYMENT* |
|---|---|---|
| SERVICES | 567 | 4,090 |
| Hotels, Rooming Houses, Camps, & Other Lodging Places | 29 | 660 |
| Personal Services | 96 | 480 |
| Business Services | 52 | 280 |
| Automobile Repair, Services, & Garages | 49 | 220 |
| Amusement & Recreation Services (Except Motion Pictures) | 25 | 160 |
| Health Services | 151 | 1,130 |
| Legal Services | 41 | 120 |
| Social Services | 17 | 350 |
| Membership Organizations | 46 | 350 |
| All Other Serivces | 61 | 340 |
| GOVERNMENT | 11 | 1,250 |
| State Government | 2 | 1,110 |
| Local Covernment | 9 | 140 |

* 3/ Covered Employment includes employees working for firms subject to the Indiana Employment Security Act. The Act, in general, includes employers with one or more employees. Excluded are railroads, households, most farms, small non-profit institutions, churches and government establishments with certain exceptions. State government hospitals, schools of higher education, and local government utilities are covered.

4/ Industry designations are based on the Standard Industrial Classification Manual of 1972 prepared by the U.S. Office of Statistical Standards.

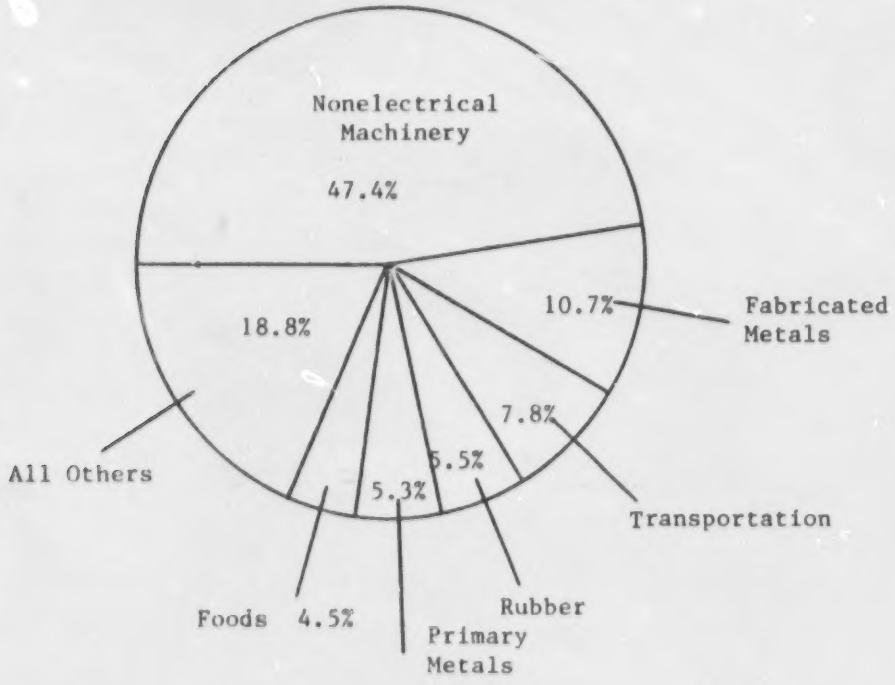
PROFILE OF
REGION 11

REGION 11 MANUFACTURING EMPLOYMENT . . . . . .

Represents almost 55 percent of all employment.
Totals almost 22,800 workers in nearly 190 manufacturing establishments.
Has almost 68 percent of the manufacturing employment of the Region in Bartholomew County.
Has the nonelectrical machinery industry as the largest industry group in manufacturing.
Has the fabricated metals industry ranked second.
Has the transportation equipment industry as the third largest employer in manufacturing.
Has these three sectors employing almost 66 percent of the manufacturing work force.

DISTRIBUTION OF MANUFACTURING EMPLOYMENT,

BY INDUSTRY GROUP



REGION 11 - OCCUPATIONS OF NUMERICAL SIGNIFICANCE IN THE MANUFACTURING SECTOR*

| OCCUPATIONS | ESTIMATED EMPLOYMENT REGION 11 |
|---|---|
| Managers & Officers | 1,490 |
| Assemblers | 1,320 |
| Supervisors, Nonworking, Except Service | 930 |
| Drill Press and/or Boring Machine Operators | 880 |
| Electrical and Electronic Engineers | 850 |
| Production Packagers | 750 |
| Punch Press Operators, Metal | 750 |
| Lathe and/or Turning Machine Operators | 520 |
| Sewing Machine Operators, Regular Equipment | 510 |
| Industrial Truck Operators | 460 |
| Order Fillers | 450 |
| Grinding and/or Abrading Machine Operators | 440 |
| Inspectors | 440 |
| Tool and Die Makers, Metal | 440 |
| Secretaries | 380 |
| Compression and/or Injection Molding Machine Operators | 360 |
| Filers, Grinders, Buffers, Chippers, and Cleaners | 360 |
| Machine Tool Operators, Combination | 340 |
| Mechanics, Automotive | 340 |
| Janitors, Porters, and Cleaners | 300 |

PRINCIPAL PRODUCTS MANUFACTURED IN REGION 11 INCLUDE:

Alloyed Iron Castings
Area and Accent Rugs
Automotive Accessories
Automotive Parts
Automotive Stampings and Assemblies
Ball Bearings
Diesel Engines
Electrical Appliances
Engine Bearings and Bushings
Fireplace Accessories
Grey Iron
Hand Tools
Infra-Red Ovens
Meat Packing
Metal Furniture
Pantryware

SOME WELL KNOWN MANUFACTURING FIRMS ARE:

Arvin Industries
Beatrice Foods, Inc.
Como Plastics, Inc.
Cosco, Inc.
Crown Zellerbach
Cummins Engine Company
Federal-Mogul-Bower
Golden Foundry, Inc.
Gulf & Western Metals
Jacobson and Sons, Inc.
Lear-Siegler, Inc.
Masco Corp.
Regal Rugs, Inc.
Seymour Mfg. Co., Inc.
Thompson Industries
U.S. Shoe Corp.

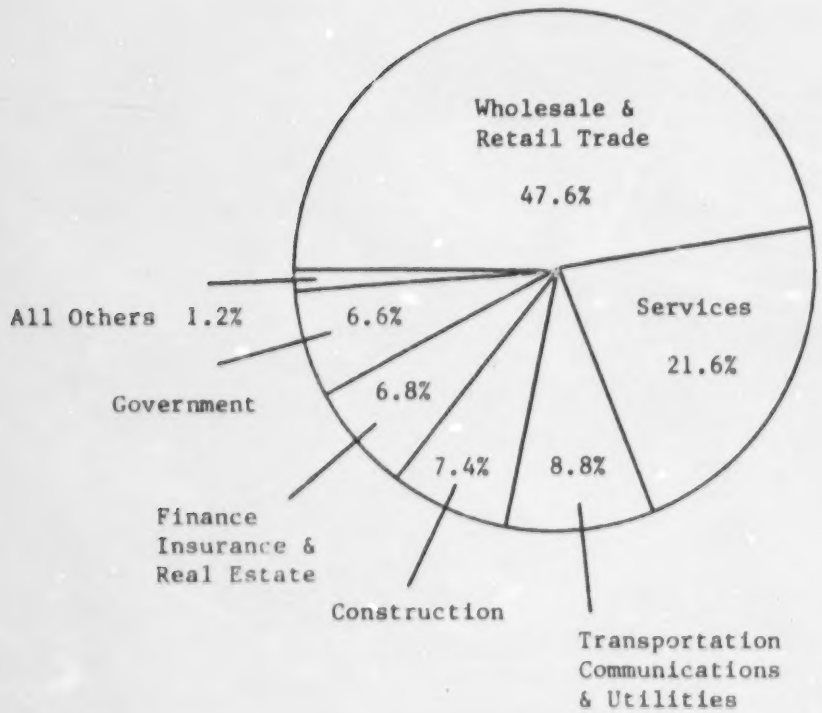
* Manufacturing Sector Estimates Based Upon 1974 Data From Survey of Establishments Classified as Manufacturers.

REGION 11 NONMANUFACTURING EMPLOYMENT . . . . . .

Represents over 45 percent of all employment.
Totals over 18,920 owrkers in over 2,180 establishments.
Has almost 48 percent of the nonmanufacturing employment in the Region in Bartholomew County.
Has the wholesale and retail trade sector representing almost 48 percent of the nonmanufacturing employment in this Region.
Has the services sector representing almost 22 percent of the employment in nonmanufacturing.
Has the transportation, communications, and utilities sector representing almost 9 percent of nonmanufacturing.
Has these three sectors totaling over 78 percent of the nonmanufacturing employment and over 35 percent of the total employment of Region 11.

DISTRIBUTION OF NONMANUFACTURING EMPLOYMENT,

BY MAJOR INDUSTRY DIVISION GROUPS



REGION 11 - OCCUPATIONS OF NUMERICAL SIGNIFICANCE IN THE WHOLESALE AND RETAIL TRADE SECTOR*

| OCCUPATIONS | ESTIMATED EMPLOYMENT REGION 11 |
|---|---|
| Sales Clerks | 1,050 |
| Managers & Officers | 900 |
| Sales Persons | 870 |
| Cashiers | 440 |
| Waiters/Waitresses | 420 |
| General Clerks | 300 |
| Food Preparation and Service Workers | 290 |
| Mechanics, Automotive | 290 |
| Stock Clerks, Sales Floor | 270 |
| Delivery And Route Workers | 250 |
| Automobile Service-Station Attendants | 210 |
| Stock Clerks, Stockroom & Warehouse | 210 |
| Bookkeepers, Hand | 200 |
| Cooks, Short Order | 170 |
| Truck Drivers | 170 |
| Janitors, Porters, & Cleaners | 160 |
| Kitchen Helpers | 120 |
| Counter Workers, Lunchroom | 110 |
| Butchers/Meat Cutters | 100 |
| Shipping/Receiving Clerks | 100 |
| Baggers | 95 |
| Cooks, Restaurant | 90 |
| Secretaries | 90 |
| Bus Boys/Girls | 85 |
| Bartenders | 60 |

SOME WELL KNOWN WHOLESALE AND RETAIL ESTABLISHMENTS ARE:

Danner's
Decatur County Co-op
John C. Groub Company
Hen House Interstate, Inc.
Indy 500 Union Truck Plaza
Jackson County Farm Bureau
Johnstons & Sons Company
S.S. Kresge & Company
Murphy's
J.C. Penney
Ranch Supermarket
Sears
T G & Y Stores

* Wholesale and Retail Trade Sector Estimates Based Upon 1973 Data From Survey of Establishments Classified as Wholesale and Retail Trade.

PROFILE OF
REGION 11

IN REGION 11 OCCUPATIONAL DEMAND 5/ SHOWS . . . . . .

The following occupations are anticipated to be in short supply during 1977 - 1978:

Industrial Management Technicians

also the following occupations are anticipated to be in constant demand during 1977 - 1978:

Accountants
Accounting Clerks
Airconditioning & Heating Installers & Repairers
Apparel & Accessories Salesworkers
Appliance Repairers
Automobile Attendants: Gas & Parking
Automotive Technicians
Automotive Vehicle Repairers: Body & Fender Mechanics (Motor)
Bakers
Beauty Operators (Cosmetologists)
Bookkeepers
Carpenters
Cashiers
Charworkers & Cleaners
Chemical Operators (Including Extruders)
Clerk Typists
Cooks & Chefs
Counter & Fountain Workers
Credit & Finance Technicians
Delivery & Route Workers
Dental Assistants
Diesel Mechanics
Die Setters
Drafters
Drivers: Truck and/or Tractor
Electrical Technicians
Electricians (Including Electronics
Electronic Technicians
Emergency Care Technicians
Engineering Technicians
Food Distribution Salesworkers (Grocery Stores)
Food Service Salesworkers (Restaurants, etc.)
Foundry Core Makers
Foundrymolders
General Merchandise Salesworkers (Department Stores)
General Office Clerks
General Industrial Maintenance Workers
Heavy Construction Operators: Crane, Derrick & Hoist Operators
Excavating, Grading & Road Machinery Operators
Hospital Dietary Technicians
Hospital & Other Institutional Workers
Hotel & Lodging Salesworkers
Industrial Guards & Watchmen
Industrial Machinery Repairers
Industrial Technicians
Insurance Salesworkers
Janitors
Keypunch Operators & Verifiers
Laundry & Dry Cleaning Occupations
Machinists
Manager Trainees
Meat Cutters (Except Meat Packing)
Mechanical Technicians

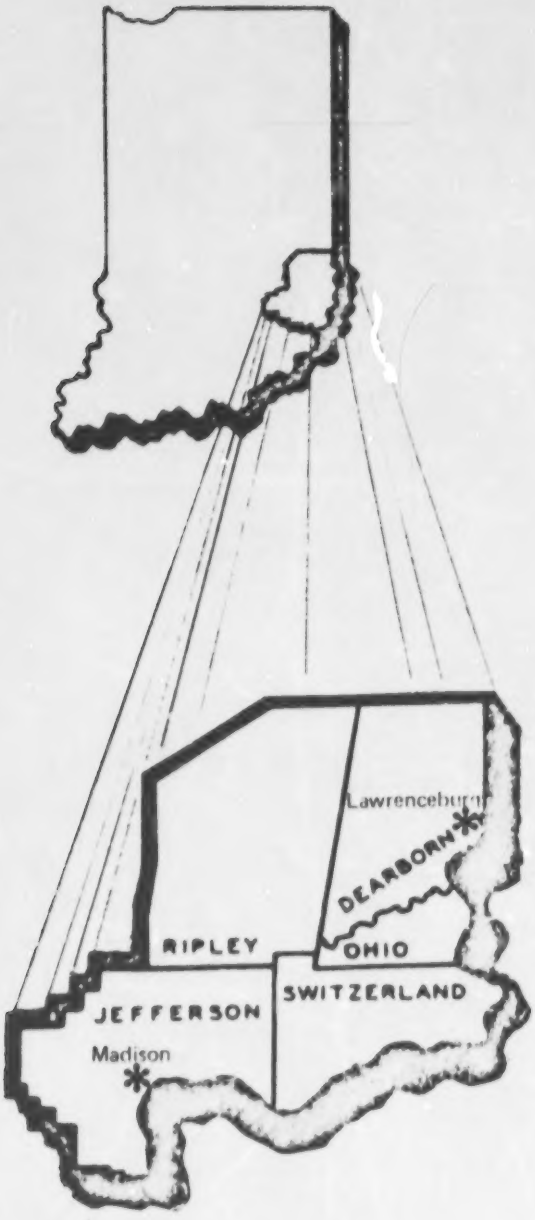
REGION 11 OCCUPATIONAL DEMAND 5/ SHOWS (CONTINUED) . . . . .

Medical & Medical Laboratory Technicians
Medical Records Technicians
Millwrights
Nurse Aids
Nursery Workers
Occupational Therapists
Order Clerks
Painters & Decorators
Physical Therapists
Plumbers & Pipefitters
Practical Nurses
Private Household Workers
Professional Nurses (Registered)
Receptionists & Telephone Operators
Secretaries
Sheet-Metal Workers
Shipping & Receiving Clerks
Stenographers
Stock & Inventory Clerks
Tool & Die Makers
Typists
TV & Radio Repairers
Waiters/Waitresses

5/ Occupational demand evaluations are furnished by the local offices of the Indiana Employment Security Division within each Region as requested by the State Board of Vocational and Technical Education. Evaluations are made for over 150 occupations requiring vocational education training in either secondary or post-secondary schools. Complete evaluations for each Region are available upon request. It should be noted that the occupations shown in the listing on this page may also be found in the listings of MANUFACTURING AND WHOLESALE AND RETAIL TRADE OCCUPATIONS OF NUMERICAL SIGNIFICANCE, however the listings on this page are not limited to these two industries.

Profile of Indiana Economic Region 12

# Profile of Region 12




REGION 12 . . . . . .

Encompasses five counties: Dearborn, Jefferson, Ohio, Ripley, and Switzerland.
Includes the Standard Metropolitan Statistical Area of Cincinnati, Ohio-Kentucky-Indiana (Dearborn County).
Has nine-tenths of food manufacturing employment engaged in the production of distilled beverages.
Is the home of Hanover College at Hanover.
Is the site of Jefferson Proving Grounds and Versailles State Park.
Has two urban centers: Lawrenceburg and Madison.
Has three hospitals in the area including Dearborn County, the King's Daughters in Madison, and Margaret Mary Community in Batesville. The area is also served by Madison State Hospital at Madison.
Is served by north-south U.S. 421, and Indiana 1, 3, 7, and east-west Interstate 74, U.S. 50, and Indiana 46, 48, and 56.

PROFILE OF
REGION 12

REGION 12 POPULATION 1/ . . . . . .

Totals approximately 92,600.
Has increased 5.0 percent since 1970.
Has almost two percent of the State's population.
Has the Cincinnati, Ohio-Kentucky-Indiana(Dearborn County) Standard Metropolitan Statistical area, the least populous in Indiana, with over one-third of the Region's population. This area showed a population increase of 6.1 percent since 1970.
Has all counties in the Region showing population increases with Switzerland County showing a marked increase of over eight percent.
Has Madison, in Jefferson County, as the largest urban center in the Region with a population of approximately 13,100 in 1973.
Has the two urban centers of Lawrenceburg and Madison, accounting for nearly one-fifth of the population in the Region.

POPULATION OF REGION 12, BY COUNTY

| COUNTY | 1960 | 1970 | 1975 | % CHANGE 1970-1975 | % OF REGION 1975 |
|---|---|---|---|---|---|
| Dearborn | 28,674 | 29,430 | 31,200 | 6.1 | 33.7 |
| Jefferson | 24,061 | 27,006 | 27,400 | 1.4 | 29.6 |
| Ohio | 4,165 | 4,289 | 4,600 | 6.9 | 5.0 |
| Ripley | 20,641 | 21,138 | 22,600 | 6.8 | 24.4 |
| Switzerland | 7,092 | 6,306 | 6,800 | 8.6 | 7.3 |
| TOTALS | 84,633 | 88,169 | 92,600* | 5.0 | 100.0 |

* 1.7% of State Population

1/ Population information provided by the U.S. Department of Commerce, Bureau of the Census.

PROFILE OF
REGION 12

REGION 12 COMMUTING PATTERN . . . . . .

8,300 workers, one out of four, commute outside the home county to work.
1,300 workers commute to Dearborn County.
1,200 workers commute to Ripley County.
1,000 workers commute to Jefferson County.

DISTRIBUTION OF REGION 12 LABOR FORCE,
BY PLACE OF WORK, 1970 CENSUS

| COUNTY | WORKING IN HOME COUNTY | WORKING IN OTHER COUNTIES | (%) COMMUTING OUTSIDE COUNTY |
|---|---|---|---|
| Dearborn | 6,132 | 3,487 | 34.2% |
| Jefferson | 8,113 | 1,062 | 10.9% |
| Ohio | 533 | 911 | 60.9% |
| Ripley | 4,787 | 2,133 | 28.0% |
| Switzerland | 1,437 | 691 | 29.2% |

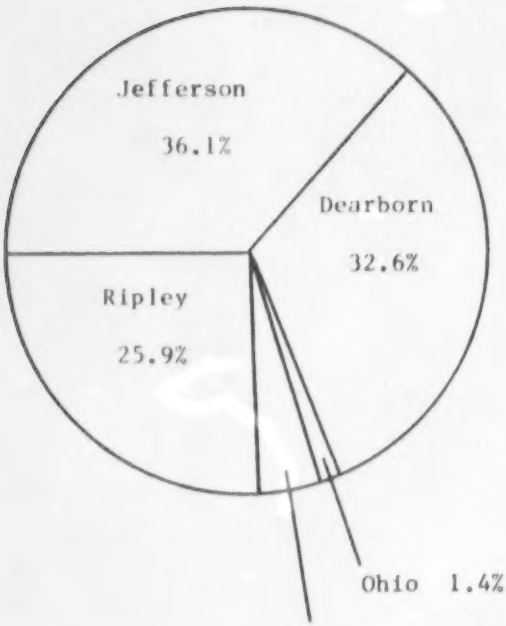
PROFILE OF
REGION 12

REGION 12 EMPLOYMENT 2/ . . . . . .

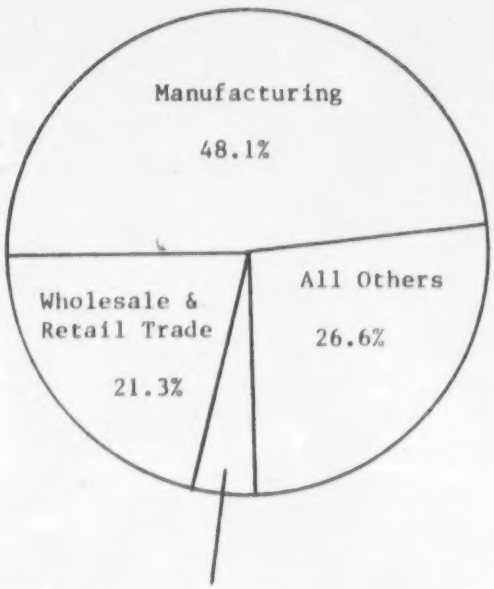
In covered establishments, totaled over 20,800 in 1975.
Is distributed among 1,530 establishments.
Is predominately in manufacturing and trade.

DISTRIBUTION OF COVERED EMPLOYMENT . . . . . .

By County




By Major Industry Divisions




2/ Covered Employment includes employees working for firms subject to the Indiana Employment Security Act. The Act, in general, includes employers with one or more employees. Excluded are railroads, households, most farms, small non-profit institutions, churches, and government establishments with certain exceptions. State government hospitals, schools of higher education, and local government utilities are covered.

PROFILE OF
REGION 12

IN REGION 12, DISTRIBUTION OF ESTABLISHMENTS AND EMPLOYMENT FOR 1975 IS AS FOLLOWS:

| INDUSTRY 4/ | NO. OF FIRMS | AVERAGE COVERED EMPLOYMENT* |
|---|---|---|
| TOTALS | 1,530 | 20,820 |
| AGRICULTURE, FORESTRY, & FISHING | 13 | 30 |
| MINING | 6 | 90 |
| CONSTRUCTION | 201 | 860 |
| Building Construction | 87 | 380 |
| Construction, except Building (General Contractors) | 21 | 200 |
| Special Trade Contractors | 93 | 280 |
| MANUFACTURING | 110 | 10,010 |
| Food & Kindred Products | 16 | 1,860 |
| Lumber & Wood Products | 12 | 240 |
| Furniture & Fixtures | 7 | 1,330 |
| Printing & Publishing | 17 | 200 |
| Leather & Leather Products | 4 | 1,260 |
| Stone, Clay, Glass, & Concrete Products | 13 | 600 |
| Fabricated Metals | 10 | 420 |
| Nonelectrical Machinery | 11 | 570 |
| All Other Manufacturing | 20 | 3,530 |

* See Footnote 3, Page 7

PROFILE OF
REGION 12

| INDUSTRY | NO. OF FIRMS | AVERAGE COVERED EMPLOYMENT* |
|---|---|---|
| TRANSPORTATION, COMMUNICATIONS, ELECTRIC, GAS & SANITARY SERVICES | 78 | 1,340 |
| Motor Freight Transportation | 41 | 240 |
| Communications | 12 | 220 |
| Electric, Gas, & Sanitary Services | 17 | 820 |
| All Other Transportation | 8 | 60 |
| WHOLESALE & RETAIL TRADE | 695 | 4,440 |
| Wholesale Trade (Durable Goods) | 46 | 280 |
| Wholesale Trade (Nondurable Goods) | 62 | 480 |
| Building Materials, Hardware, Garden Supply, & Mobile Home Dealers | 40 | 240 |
| General Merchandise Stores | 35 | 350 |
| Food Stores | 78 | 730 |
| Automotive Dealers & Gasoline Service Stations | 134 | 700 |
| Apparel & Accessory Stores | 45 | 150 |
| Furniture, Home Furnishings, & Equipment Stores | 40 | 160 |
| Eating & Drinking Establishments | 124 | 940 |
| Miscellaneous Retail | 91 | 410 |
| FINANCE, INSURANCE, & REAL ESTATE | 98 | 800 |
| Banking | 20 | 430 |
| Credit Agencies (Except Banks) | 19 | 110 |
| Real Estate | 25 | 160 |
| All Other Finance, Insurance, & Real Estate | 34 | 100 |

* See Footnote 3, Page 7

PROFILE OF
REGION 12

| INDUSTRY | NO. OF FIRMS | AVERAGE COVERED EMPLOYMENT* |
|---|---|---|
| SERVICES | 314 | 2,420 |
| Hotels, Rooming Houses, Camps, & Other Lodging Places | 16 | 180 |
| Personal Services | 64 | 170 |
| Business Services | 15 | 60 |
| Automobile Repair, Services, & Garages | 30 | 70 |
| Amusement & Recreation Services (Except Motion Pictures) | 23 | 160 |
| Health Services | 71 | 1,130 |
| Legal Services | 26 | 50 |
| Membership Organizations | 30 | 90 |
| All Other Services | 39 | 510 |
| GOVERNMENT | 15 | 830 |
| State Government | 2 | 720 |
| Local Government | 13 | 110 |

* 3/ Covered Employment includes employees working for firms subject to the Indiana Employment Security Act. The Act, in general, includes employers with one or more employees. Excluded are railroads, households, most farms, small non-profit institutions, churches and government establishments with certain exceptions. State government hospitals, schools of higher education, and local government utilities are covered.

4/ Industry designations are based on the Standard Industrial Classification Manual of 1972 prepared by the U.S. Office of Statistical Standards.

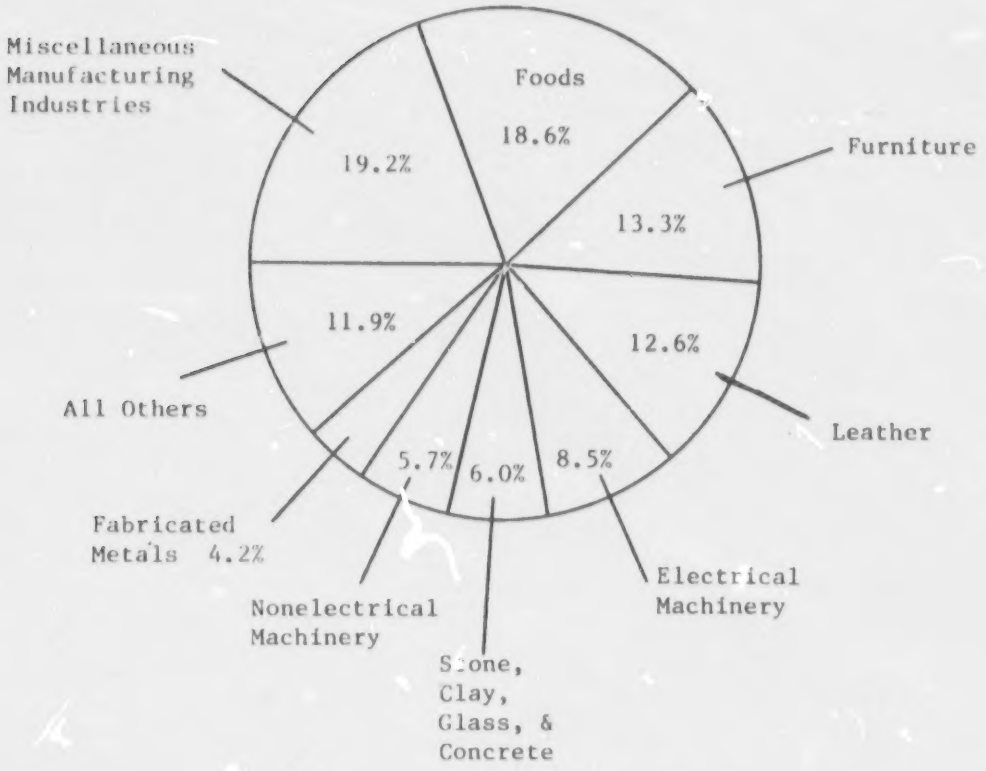
PROFILE OF
REGION 12

REGION 12 MANUFACTURING EMPLOYMENT . . . . . .

Represents over 48 percent of all employment.
Totals over 10,000 workers in over 110 manufacturing establishments.
Has the foods industry as the largest specific industry group in manufacturing.
Has the furniture industry ranked second.
Has the leather industry as the third largest employer in manufacturing.
Has these three sectors employing almost 45 percent of the manufacturing work force.

DISTRIBUTION OF MANUFACTURING EMPLOYMENT,

BY INDUSTRY GROUP



REGION 12 - OCCUPATIONS OF NUMERICAL SIGNIFICANCE IN THE MANUFACTURING SECTOR*

| OCCUPATIONS | ESTIMATED EMPLOYMENT REGION 12 |
|---|---|
| Assemblers | 600 |
| Production Packagers | 460 |
| Managers & Officers | 290 |
| Supervisors, Nonworking, Except Service | 290 |
| Stitchers, Standard Machine | 280 |
| Janitors, Porters, and Cleaners | 200 |
| Coil Finishers | 160 |
| Industrial Truck Operators | 160 |
| Shipping Packers | 160 |
| Welders and Flamecutters | 140 |
| Machinists | 130 |
| Selectors | 130 |
| Maintenance Workers, General Utility | 120 |
| Painters, Production | 120 |
| Truck Drivers | 120 |
| Punch Press Operators, Metal | 110 |
| Sewing Machine Operators, Regular Non-Garment | 110 |
| General Clerks | 80 |
| Inspectors | 70 |
| Salespersons | 40 |

PRINCIPAL PRODUCTS MANUFACTURED IN REGION 12 INCLUDE:

Caskets
Crushing, Grinding, Pulverizing, Mixing, & Screening Machinery
Distilled Beverages
Electric Motors
Electronic Organs
Furniture
Glass Containers
Grey Iron and Ductile Castings
Hospital Equipment
Truck and Bus Lighting, Mirrors, and Safety Equipment
Women's Footwear

SOME WELL KNOWN MANUFACTURING FIRMS ARE:

American Furniture
Aurora Casket Company
Batesville Casket Company
Conn Organ
Grote Mfg. Company
Hill-Rom Company
Joseph E. Seagram and Sons
Reliance Electric
Rexnard
Schenley Distillers
Stedman Foundry and Machine Co.
Thatcher Glass Mfg. Company
U.S. Shoe Corp.

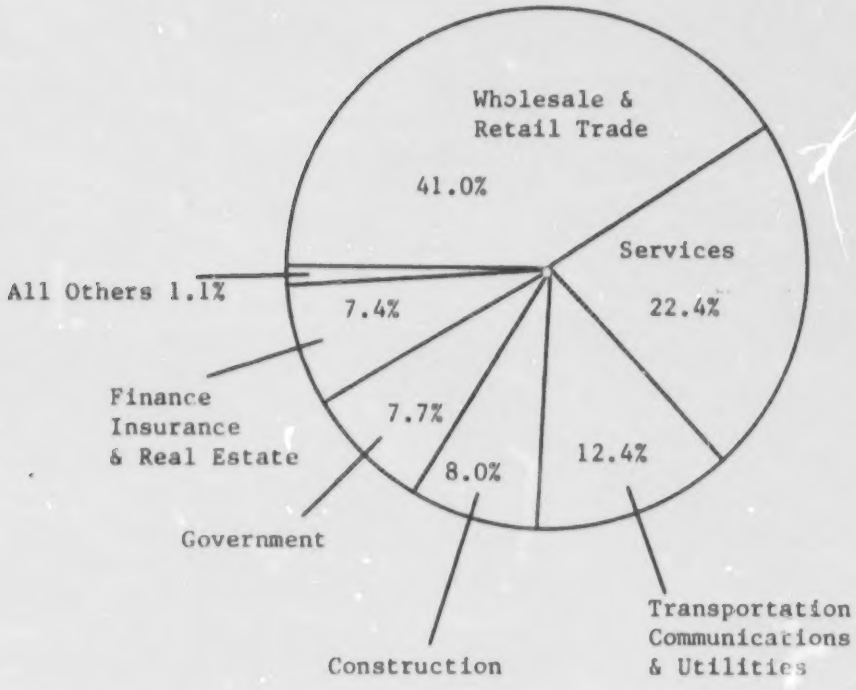
* Manufacturing Sector Estimates Based Upon 1974 Data From Survey of Establishments Classified as Manufacturers.

REGION 12 NONMANUFACTURING EMPLOYMENT . . . . . .

Represents almost 52 percent of all employment.
Totals over 10,800 workers in more than 1,420 establishments.
Has the wholesale and retail trade sector representing over 41 percent of the nonmanufacturing employment in this Region.
Has the services sector representing over 22 percent of the employment in nonmanufacturing.
Has the transportation, communications, and utilities sector representing over 12 percent of nonmanufacturing.
Has these three sectors totaling almost 76 percent of the nonmanufacturing employment and over 39 percent of the total employment of Region 12.

DISTRIBUTION OF NONMANUFACTURING EMPLOYMENT,

BY MAJOR INDUSTRY DIVISION GROUPS



REGION 12 - OCCUPATIONS OF NUMERICAL SIGNIFICANCE IN THE WHOLESALE AND RETAIL TRADE SECTOR*

| OCCUPATIONS | ESTIMATED EMPLOYMENT REGION 12 |
|---|---|
| Sales Clerks | 530 |
| Managers & Officers | 460 |
| Sales Persons | 440 |
| Cashiers | 220 |
| Waiters/Waitresses | 210 |
| General Clerks | 160 |
| Food Preparation and Service Workers | 150 |
| Mechanics, Automotive | 150 |
| Stock Clerks, Sales Floor | 140 |
| Delivery And Route Workers | 130 |
| Automobile Service-Station Attendants | 110 |
| Stock Clerks, Stock Room & Warehouse | 110 |
| Bookkeepers, Hand | 100 |
| Cooks, Short Order | 90 |
| Truck Drivers | 90 |
| Janitors, Porters, & Cleaners | 80 |
| Counter Workers, Lunchroom | 60 |
| Kitchen Helpers | 60 |
| Baggers | 50 |
| Butchers/Meat Cutters | 50 |
| Shipping/Receiving Clerks | 50 |
| Cooks, Restaurant | 40 |
| Bus Boys/Girls | 40 |
| Secretaries | 40 |
| Bartenders | 30 |

SOME WELL KNOWN WHOLESALE AND RETAIL ESTABLISHMENTS ARE:

Ashland Oil Company
City Products
Clay Mar Enterprises
Danner Brothers
John C. Groub
Knueven Brothers
Kroger Supermarkets
Sears
Southeastern Indiana Feed
Steer No. Two, Inc.

* Wholesale and Retail Trade Sector Estimates Based Upon 1973 Data From Survey of Establishments Classified as Wholesale and Retail Trade.

PROFILE OF
REGION 12

IN REGION 12 OCCUPATIONAL DEMAND 5/ SHOWS . . . . . .

The following occupations are anticipated to be in short supply during 1977 - 1978:

- Accountants
- Automotive Technicians
- Clerk Typists
- Cooks & Chefs
- Electricians (Including Electronics)
- Insurance Workers
- Practical Nurses
- Professional Nurses (Registered)
- Secretaries
- Stenographers
- Waiters/Waitresses

also the following occupations are anticipated to be in constant demand during 1977 - 1978:

- Accounting Clerks
- Airconditioning & Heating Installers & Repairers
- Appliance Repairers
- Automotive Vehicle Repairers: Body & Fender Combination
- Bakers
- Bookkeepers
- Carpenters
- Charworkers & Cleaners
- Credit & Finance Technicians
- Day Nursery Workers & Operators
- Delivery & Route Workers
- Drafters
- Electrical Technicians
- Electronic Technicians
- Engineering Technicians
- Food Service Salesworkers
- General Merchandise Salesworkers (Department Stores)
- General Office Clerks
- Industrial Guards & Watchmen
- Keypunch Operators & Verifiers
- Machinists
- Manager Trainees
- Masons
- Mechanical Technicians
- Nurse Aids
- Private Household Workers
- Programmers
- Radiologic Occupations (X-Ray Technicians, etc.)
- Receptionists & Telephone Operators

REGION 12 OCCUPATIONAL DEMAND 5/ SHOWS (CONTINUED) . . . . .

Roofers
Shipping & Receiving Clerks
Tool & Die Makers
TV & Radio Repairers
Water & Waste
  Water Technicians
Welders & Flamecutters:
  Certified

5/ Occupational demand evaluations are furnished by the local offices of the Indiana Employment Security Division within each Region as requested by the State Board of Vocational and Technical Education. Evaluations are made for over 150 occupations requiring vocational education training in either secondary or post-secondary schools. Complete evaluations for each Region are available upon request. It should be noted that the occupations shown in the listing on this page may also be found in the listings of MANUFACTURING AND WHOLESALE AND RETAIL TRADE OCCUPATIONS OF NUMERICAL SIGNIFICANCE, however the listings on this page are not limited to these two industries.

## APPENDIX G

## Enrollment Projections - IUPUI- Columbus

FALL HEADCOUNT ENROLLMENT BY EDUCATIONAL OBJECTIVES
(Major Areas & Degree Objectives)

| REPORTING UNITS | ACTUAL 1975 | PROJECTIONS 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 0500 - Business & Management Add: 5001, 5002, 5003, 5012, 5299 | | | | | | | | | | | |
| Undergrad LL | 49 | 55 | 62 | 69 | 75 | 81 | 86 | 91 | 90 | 87 | 86 |
| Undergrad UL | 50 | 56 | 64 | 70 | 77 | 83 | 88 | 93 | 92 | 89 | 88 |
| Undergrad Subtotal: | 99 | 111 | 126 | 139 | 152 | 164 | 174 | 184 | 182 | 176 | 174 |
| Grad I | | | | | | | | | | | |
| Grad II | | | | | | | | | | | |
| First Professional | | | | | | | | | | | |
| Grad Subtotal: | | | | | | | | | | | |
| TOTAL HEADCOUNT | 99 | 111 | 126 | 139 | 152 | 164 | 174 | 184 | 182 | 176 | 174 |
| 0800 - Education Add: 5503 | | | | | | | | | | | |
| Undergrad LL | 20 | 23 | 25 | 28 | 31 | 33 | 35 | 37 | 37 | 36 | 35 |
| Undergrad UL | 29 | 32 | 37 | 41 | 44 | 48 | 51 | 54 | 53 | 51 | 50 |
| Undergrad Subtotal: | 49 | 55 | 62 | 69 | 75 | 81 | 86 | 91 | 90 | 87 | 85 |
| Grad I | 371 | 371 | 371 | 371 | 371 | 371 | 371 | 371 | 371 | 371 | 371 |
| Grad II | | | | | | | | | | | |
| First Professional | | | | | | | | | | | |
| Grad Subtotal: | | | | | | | | | | | |
| TOTAL HEADCOUNT | 371 | 371 | 371 | 371 | 371 | 371 | 371 | 371 | 371 | 371 | 371 |
| | 420 | 426 | 433 | 440 | 446 | 452 | 457 | 462 | 461 | 459 | 459 |
| 0900 - Engineering Add: 5403 if pertinent, 5301, 5302, 5303, 5317, 5399 | | | | | | | | | | | |
| Undergrad LL | 88 | 100 | 113 | 125 | 137 | 148 | 158 | 166 | 163 | 158 | 157 |
| Undergrad UL | 25 | 28 | 32 | 35 | 39 | 42 | 44 | 47 | 46 | 45 | 44 |
| Undergrad Subtotal: | 103 | 128 | 145 | 160 | 176 | 190 | 202 | 213 | 209 | 203 | 201 |
| Grad I | | | | | | | | | | | |
| Grad II | | | | | | | | | | | |
| First Professional | | | | | | | | | | | |
| Grad Subtotal: | | | | | | | | | | | |
| TOTAL HEADCOUNT | 103 | 128 | 145 | 160 | 176 | 190 | 202 | 213 | 209 | 203 | 201 |
| 1200 - Health Professions Add: 5201, 5202, 5203, 5219, 5299 | | | | | | | | | | | |
| Undergrad LL | 14 | 16 | 17 | 19 | 21 | 23 | 24 | 26 | 25 | 25 | 25 |
| Undergrad UL | 2 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 |
| Undergrad Subtotal: | 16 | 19 | 20 | 23 | 25 | 27 | 28 | 31 | 30 | 29 | 29 |
| Grad I | | | | | | | | | | | |
| Grad II | | | | | | | | | | | |
| First Professional | | | | | | | | | | | |
| Grad Subtotal: | | | | | | | | | | | |
| TOTAL HEADCOUNT | 16 | 19 | 20 | 23 | 25 | 27 | 28 | 31 | 30 | 29 | 29 |
| 2000 - Psychology | | | | | | | | | | | |
| Undergrad LL | 2 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 |
| Undergrad UL | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 | 7 | 7 | 7 |
| Undergrad Subtotal: | 6 | 7 | 8 | 9 | 10 | 10 | 11 | 12 | 12 | 11 | 11 |
| Grad I | | | | | | | | | | | |
| Grad II | | | | | | | | | | | |
| First Professional | | | | | | | | | | | |
| Grad Subtotal: | | | | | | | | | | | |
| TOTAL HEADCOUNT | 6 | 7 | 8 | 9 | 10 | 10 | 11 | 12 | 12 | 11 | 11 |

Public Affairs & Services Add: 5501, 5505, 5506,
2100 - 5507, 5508, 5599 (e.g., hazard control technology, etc.)

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Undergrad LL | 4 | 4 | 5 | 5 | 6 | 6 | 7 | 7 | 7 | 7 | 7 |
| Undergrad UL | 2 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 |
| Undergrad Subtotal: | 6 | 7 | 8 | 9 | 10 | 10 | 11 | 12 | 12 | 11 | 11 |
| Grad I | | | | | | | | | | | |
| Grad II | | | | | | | | | | | |
| First Professional | | | | | | | | | | | |
| Grad Subtotal: | | | | | | | | | | | |
| TOTAL HEADCOUNT | 6 | 7 | 8 | 9 | 10 | 10 | 11 | 12 | 12 | 11 | 11 |

General Liberal Arts &
4901 - Sciences Add.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Undergrad LL | 9 | 10 | 11 | 12 | 14 | 15 | 15 | 16 | 16 | 15 | 15 |
| Undergrad UL | 9 | 10 | 11 | 12 | 14 | 15 | 15 | 16 | 16 | 15 | 15 |
| Undergrad Subtotal: | 18 | 20 | 22 | 24 | 28 | 30 | 30 | 32 | 32 | 30 | 30 |
| Grad I | | | | | | | | | | | |
| Grad II | | | | | | | | | | | |
| First Professional | | | | | | | | | | | |
| Grad Subtotal: | | | | | | | | | | | |
| TOTAL HEADCOUNT | 18 | 20 | 22 | 24 | 28 | 30 | 30 | 32 | 32 | 30 | 30 |

0000 - Undecided**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Undergrad LL | 485 | 496 | 542 | 596 | 642 | 693 | 734 | 772 | 753 | 730 | 717 |
| Undergrad UL | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Undergrad Subtotal: | 486 | 497 | 544 | 598 | 644 | 695 | 736 | 774 | 755 | 732 | 719 |
| Grad I | | | | | | | | | | | |
| Grad II | | | | | | | | | | | |
| First Professional | | | | | | | | | | | |
| Grad Subtotal: | | | | | | | | | | | |
| TOTAL HEADCOUNT | 486 | 497 | 544 | 598 | 644 | 695 | 736 | 774 | 755 | 732 | 719 |

* Projections are based on 1975 data and are slightly higher than 1977 projections.

** Many of our students do not declare a major until well along in their academic career. This accounts for the large number in the undecided category. These represent areas in which we forsee significant growth. Areas of projected expansion are:

School of Business: Graduate and Undergraduate
School of Engineering: Computer Technology, IET, Supervision, and Graduate Engineering
School of Continuing Studies: non-credit classes
School of Liberal Arts: English, Sociology, Speech
School of Public and Environmental Affairs: Criminal Justice
School of Science: Computer Technology

## PROJECTED HEADCOUNT ENROLLMENTS

| | Actual | Projected | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1975* | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 |
| Freshman | 519 | 540 | 600 | 660 | 715 | 766 | 803 | 846 | 792 | 756 | 750 | 750 |
| Sophomore | 132 | 152 | 169 | 188 | 207 | 224 | 240 | 251 | 265 | 248 | 237 | 235 |
| Junior | 79 | 96 | 106 | 111 | 123 | 135 | 146 | 157 | 164 | 173 | 162 | 155 |
| Senior | 43 | 46 | 50 | 62 | 65 | 72 | 79 | 85 | 91 | 95 | 101 | 94 |
| TOTAL Undergraduate | 773 | 834 | 925 | 1021 | 1110 | 1197 | 1268 | 1339 | 1312 | 1272 | 1250 | 1234 |
| TOTAL Graduate | 381 | 381 | 381 | 381 | 381 | 381 | 381 | 381 | 381 | 381 | 381 | 381 |
| GRAND TOTAL | 1154 | 1215 | 1306 | 1402 | 1491 | 1578 | 1649 | 1720 | 1693 | 1653 | 1631 | 1615 |

* The actual column in this table and in the following tables will not correspond exactly to official tabulations prepared by Indiana University. This situation arises in part from the fact that students who are enrolled at another campus while taking courses at the Columbus Center are officially recorded as students of the degree-granting campus.

## PROJECTED FULL-TIME STUDENTS

| | Actual | | | Projected | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 |
| Freshman | 105 | 119 | 141 | 165 | 186 | 199 | 209 | 220 | 206 | 197 | 195 | 195 |
| Sophomore | 32 | 42 | 51 | 65 | 76 | 83 | 89 | 93 | 98 | 92 | 88 | 87 |
| Junior | 14 | 16 | 23 | 36 | 44 | 49 | 53 | 57 | 59 | 62 | 58 | 56 |
| Senior | 13 | 14 | 15 | 20 | 21 | 24 | 26 | 28 | 30 | 31 | 33 | 31 |
| TOTAL Undergraduate | 164 | 191 | 230 | 286 | 327 | 355 | 377 | 398 | 393 | 382 | 374 | 369 |
| TOTAL Graduate | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| GRAND TOTAL | 171 | 198 | 237 | 293 | 334 | 362 | 384 | 405 | 400 | 389 | 381 | 376 |

## PROJECTED PART-TIME STUDENTS

| | Actual | Projected | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 |
| Freshman | 414 | 421 | 459 | 495 | 529 | 567 | 594 | 626 | 586 | 559 | 555 | 555 |
| Sophomore | 109 | 120 | 118 | 123 | 131 | 141 | 151 | 158 | 167 | 156 | 149 | 148 |
| Junior | 65 | 70 | 83 | 75 | 79 | 86 | 93 | 100 | 105 | 111 | 104 | 99 |
| Senior | 30 | 32 | 35 | 42 | 44 | 48 | 53 | 57 | 61 | 64 | 68 | 63 |
| TOTAL Undergraduate | 609 | 643 | 695 | 735 | 783 | 842 | 891 | 941 | 919 | 890 | 876 | 865 |
| TOTAL Graduate | 374 | 374 | 374 | 374 | 374 | 374 | 374 | 374 | 374 | 374 | 374 | 374 |
| GRAND TOTAL | 983 | 1017 | 1069 | 1109 | 1157 | 1216 | 1265 | 1315 | 1293 | 1264 | 1250 | 1239 |

## PROJECTED CREDIT HOURS, ALL STUDENTS

| | Actual | | | | Projected | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 | 19 |
| Freshman | 3209 | 3408 | 3848 | 4303 | 4713 | 5047 | 5294 | 5577 | 5221 | 4986 | 4943 | 49 |
| Sophomore | 1107 | 1377 | 1486 | 1710 | 1913 | 2076 | 2224 | 2326 | 2455 | 2299 | 2198 | 21 |
| Junior | 573 | 629 | 799 | 920 | 1048 | 1155 | 1250 | 1344 | 1400 | 1475 | 1381 | 13 |
| Senior | 364 | 390 | 422 | 533 | 560 | 625 | 683 | 735 | 787 | 820 | 872 | 8 |
| TOTAL Undergraduate | 5253 | 5804 | 6555 | 7466 | 8234 | 8903 | 9451 | 9982 | 9863 | 9580 | 9394 | 92 |
| TOTAL Graduate | 1272 | 1272 | 1272 | 1272 | 1272 | 1272 | 1272 | 1272 | 1272 | 1272 | 1272 | 12 |
| GRAND TOTAL | 6525 | 7076 | 7827 | 8738 | 9506 | 10175 | 10723 | 11254 | 11135 | 10852 | 10666 | 105 |



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